

R E P O R T R E S U M E S

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AL 000 634

A STUDY OF ENGLISH TEACHING IN PRIMARY SCHOOLS IN JAPAN.
TOKYO UNIV. OF EDUC. (JAPAN) MODERN LANGUAGE INST.
JAPANESE NATIONAL COMMISSION FOR UNESCO, TOKYO

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$4.84 119P.

DESCRIPTORS- *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, INSTRUCTIONAL MATERIALS, EDUCATIONAL RESEARCH, LANGUAGE RESEARCH, LANGUAGE LEARNING LEVELS, LEARNING READINESS, *COMPARATIVE TESTING, STUDENT TESTING, AUDITORY TESTS, *LANGUAGE TESTS, TAPE RECORDINGS, SECOND LANGUAGE LEARNING, FLES, AUDIOLINGUAL METHODS, GRADE 3, GRADE 4, GRADE 5, TOKYO, JAPAN,

THIS FINAL REPORT DESCRIBES TWO RESEARCH EXPERIMENTS CARRIED OUT IN TOKYO IN 1965 AND 1966. STUDY A, A COMPARATIVE STUDY OF THE ACQUISITION OF A FOREIGN LANGUAGE AT TWO DIFFERENT AGE LEVELS (3RD AND 4TH GRADES), WAS BASED ON A COURSE OF THREE 15-MINUTE SESSIONS A WEEK, USING TEN-MINUTE TAPES. SOME RESULTS NOTED WERE--(1) NO DIFFERENCE BETWEEN GRADES IN THE FIRST AURAL TEST, A SIGNIFICANT DIFFERENCE IN THE SECOND TEST FIVE MONTHS LATER, (2) A SIGNIFICANT PREDOMINANCE OF 4TH GRADERS OVER 3RD IN ORAL PRODUCTION, (3) NO SIGNIFICANT DIFFERENCE IN "MIMICRY," AND (4) NO CORRELATION BETWEEN PUPILS' SCORES AND IQ'S IN THE PERCEPTION TEST. STUDY B WAS A COMPARATIVE STUDY OF A 5TH-GRADE "TAPE-LESSON" CLASS WITH A 5TH-GRADE "LIVE-VOICE" CLASS. LESSONS WERE SOMEWHAT MODIFIED AND USED 15-MINUTE TAPES. SOME RESULTS OF THIS STUDY WERE--(1) NO SIGNIFICANT DIFFERENCE BETWEEN THE EXPERIMENTAL (TAPED LESSONS) GROUP AND THE CONTROL GROUP IN PERCEPTION TESTS, (2) SIGNIFICANT DIFFERENCE (AT A LEVEL OF ONE PERCENT IN FAVOR OF THE CONTROL GROUP) IN THE SECOND AND THIRD AURAL COMPREHENSION TESTS, (3) A SIGNIFICANT PREDOMINANCE OF THE CONTROL GROUP IN THE SECOND (LAST) PRODUCTION TEST, AND (4) A SUPERIORITY OF THE EXPERIMENTAL GROUP IN INDIVIDUAL SOUNDS AND FLUENCY IN THE "MIMICRY" TESTS. THIS REPORT IS PUBLISHED BY THE JAPANESE NATIONAL COMMISSION FOR UNESCO AND THE MODERN LANGUAGE INSTITUTE OF THE TOKYO UNIVERSITY OF EDUCATION. (AMM)

ED015435

**A STUDY
OF
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IN JAPAN**

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

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**MODERN LANGUAGE INSTITUTE
TOKYO UNIVERSITY OF EDUCATION**

1967

AL 000 634

Published in 1967 by the Japanese National Commission for Unesco,
2-2 Kasumigaseki 3-chome, Chiyoda-ku, Tokyo, Japan, and the Modern
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ACKNOWLEDGMENTS

We would like to begin this Final Report by expressing our most sincere gratitude to the United Nations Educational, Scientific, and Cultural Organization (Unesco) for accepting the application of the Modern Language Institute, the Tokyo University of Education, for this project. During the preparation and execution period of the experiments, a number of difficult problems were confronted, but the staff of the Tokyo University of Education Modern Language Institute managed to complete the planned schedule. This was achieved through the cooperation of the Japanese National Commission for Unesco; the Japanese Unesco officials concerned visited the Institute frequently and we were given appropriate, timely guidance and advice.

Furthermore, Dr. Edgar N. Mayer, a linguist and teaching specialist from the University of Buffalo, became affiliated with the Tokyo University of Education in October, 1965, through the kind arrangement of the United States Education Commission in Japan (Fulbright). He participated in the planning of the experiments and offered valuable suggestions, based on his long years of teaching experience in various places.

We would like to express our heartfelt thanks for Dr. Mayer's affiliation to the United States Educational Commission in Japan. We also wish to express our gratitude to the specialists in the Tokyo University of Education for their interest and help.

Thus the planning and execution of the experiments began to unfold smoothly with both spiritual and financial assistance not only at home but also from abroad. Consequently, in March, 1966, the time to draw up the Interim Report, the preparations for Study A to be started in April, 1966, were almost complete and we began the actual administration on schedule.

Study B is a continuation of the previous experiment administered from April to July, 1964. After the termination of the experiment, the teachers at the Primary School attached to the University asked that we continue audio-lingual training in

English. Then in conformity to their request, we supplied them with audio-lingual materials on tape from September, 1964, to the time for starting the present experiment (September, 1965). We were thus able to continue gaining experience and better understanding of the students. This, in turn, led to fairly good success in constructing appropriate lesson plans and presenting them.

It is our hope that these experiments of the Institute will make a contribution towards the improvement of English teaching both at home and abroad.

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I. INTRODUCTION

The Modern Language Institute attached to the Tokyo University of Education presented to Unesco a report, *Aural-Oral Training in the Teaching of English in Primary and Lower Secondary Schools*, in 1955. In order to further our study on this problem, the Institute made application, through the Japanese National Commission for Unesco, for financial support for the present studies, *Study on English Teaching to the Third Grade Pupils of Primary School*, and *Study on English Teaching to the Fifth Grade Pupils of Primary School*, undertaken as a programme of participation in the activities of Member States in 1965-66.

The Institute received financial assistance from Unesco and also from the Japanese government. In addition, the United States Educational Commission in Japan (Fulbright) offered the service of a full-time consultant for this project.

Thus since April, 1965, the Institute staff have continued preparation and research for the experiments, following the programme schedule presented to Unesco. The previous experiment administered in 1964-65 was carefully examined to act as a guide for the experimental study which began in September, 1965 (Study B), and for another experimental study which began in April, 1966 (Study A). Presented herewith is the Final Report on the experiments including our opinions as to the possible contributions to English teaching in the present-day Japan.

This research consists of two experiments, Studies A and B. Study A is a comparative study of the acquisition of a foreign language at two different age levels—3rd and 4th grades. Study B is a continuation of the previous study, a comparative study of a tape class with a live-voice class. The subjects are 5th graders.

All the staff participated in the preparation and discussion of these experiments. With reference to the progress of the preparation for the experiments, only the most important topics were summarized in this report. The areas with which these experiments are concerned have not yet been fully explored by English teachers in

Japan. Furthermore, the necessity for these types of experiment has been urged strongly by the English teaching specialists in this country. The results of the experiments will, it is to be hoped, make a contribution to English teaching in future.

II. ORGANIZATION

1. Participants

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III. STUDY A: STUDY ON ENGLISH TEACHING TO THE THIRD GRADE STUDENTS OF PRIMARY SCHOOL

1. Purpose of Study: In 1963-64, experiments were conducted by the University on the 4th grade level to find out an effective way of giving English instruction by tape. However, opinions are divided as to the optimum age for starting to learn a foreign language: some are of the opinion that the 3rd grade students are better learners, while others hold that the 4th grade students are better learners because they can better concentrate their attention on learning items and they are more accustomed to group activities than the 3rd grade students. The purpose of the 1965-66 study is, therefore, to find which are the better learners.
2. Hypothesis: The 3rd grade students will achieve better results in aural perception and mimicry, as they are more sensitive to speech sounds and more flexible in articulation than the 4th graders, while the 4th graders may prove to be superior in aural comprehension and oral production because of their mental maturity.
3. Method of Study:
 - a) Classes to participate in the experiment: Experimental group will be 4 classes on the 3rd grade level (80 boys and 80 girls, age 8) of the Primary School attached to the Tokyo University of Education. Four classes on the 4th grade level (80 boys and 80 girls, age 9) of the same school will be used as the control group.
 - b) Time schedule: Adaptation of teaching materials which were prepared in 1963-64 for the 4th grade students as well as preparation of new teaching materials will take place between April, 1965 and March, 1966. Actual execution of the experiment will last from

April to December, 1966. The experimental lessons will start in April, 1966 and they will be given three times each week—Mondays, Wednesdays and Thursdays. The time allotted for each lesson is 15 minutes, a ten-minute tape being used. The experimental lessons are to be completed in December.

4. Testing:
- a) A preliminary survey is to be conducted on the students' intelligence, environment, hearing difficulties, speech defects, etc.
 - b) A pre-test is given on aural perception.
 - c) A post-test is given on aural perception, and comprehension, and oral production after the experimental lessons are completed.
 - d) Two mid-term tests (in July and September) are given on aural perception, aural comprehension, oral production and mimicry.

IV. STUDY B: STUDY ON ENGLISH TEACHING TO THE FIFTH GRADE STUDENTS OF PRIMARY SCHOOL

1. Purpose of Study: This study is a continuation of the previous experiment administered in 1963-64 on the 4th graders: that is, a comparative study of a tape class with a live-voice class.
2. Hypothesis: In the control group, the teachers can observe the pupils' reactions directly, and individual practice can be lengthened or shortened, and emphasis can be shifted, if necessary. However, in the experimental group, teaching and practice are limited to the recorded materials. Therefore, if all other conditions in both groups are the same, teaching effectiveness in the control group may be greater than that in the experimental group. However, if teaching materials are prepared and recorded carefully enough, the disadvantages of tapes may be reduced to the minimum, and the experimental group may approach the control group in the results achieved. There will be no big difference in aural perception ability between the two groups, but as far as oral production is concerned the experimental group may show lower proficiency.
3. Method of Study:
 - a) Classes to participate in the experimental group consist of two classes of the 5th grade (80 boys and 80 girls, age 10) of the Primary School attached to the Tokyo University of Education. Two other classes on the same level (80 boys and 80 girls) of the same school will be used as the control group. The experimental group was formerly taught by tape, and the control group by live voice in the previous experiment (April-July, 1964). After the termination of the previous experiment, we continued to teach

the students in both groups by tape until the resumption of the present experimental lessons in September, 1965.

b) Time schedule: The experiment will last from September, 1965 to July, 1966. During this period, the students will be given three experimental lessons every week, the time for each lesson being 15 minutes.

c) Procedure: The same general procedure established for the 1963-64 experiment will be followed, namely:

- 1) In the experimental group the lesson is given by reproducing the teaching materials recorded beforehand. An assistant operates the tape-recorder, shows pictures and charts, and does all other necessary work in carrying out the lesson.
- 2) The control group is given oral teaching directly by two teachers: the pronunciation drill is given by the native English teacher and explanation, if necessary, is given by the Japanese teacher. Efforts are to be made by both teachers cooperatively to work out the most effective lessons by taking advantage of the direct teaching situation.
- 3) The native English teacher and the Japanese teacher of English who teach in the control classes prepare the tapes for the experimental classes.
- 4) The teaching aims and items presented are to be the same in both groups.

4. Testing:
- a) A preliminary survey is to be conducted on the students' intelligence, environment, hearing difficulties, speech defects, etc. if any
 - b) A pre-test is given on aural perception.
 - c) A post-test is given on aural perception, aural comprehension, oral production and mimicry after the experimental lessons are completed.
 - d) Two mid-term tests (in February and July) are given on aural perception, aural comprehension, oral production and mimicry.

V. SCHEDULE FOR STUDIES A AND B

Date	Studies A and B	Study A (3rd/4th grades)	Study B (5th-6th grades)
April (1965)	Discussion of the whole plan by the staff Joint meetings with teachers in the Primary School Joint meetings with the Japanese National Commission for Unesco on the experiments (to be called Unesco consultation henceforth)		
May	Further discussion of the whole plan Joint meetings with teachers in the Primary School	Observation of classes on the 3rd grade level	
June	Evaluation of the 1963-64 experiments on the 4th and 6th grade levels at the Primary School Unesco consultation	Detailed discussion of Study A Further observation of 3rd grade classes	Discussion of syllabus
July	Re-examination of the previous experiments Preparation of the scripts of the teaching materials		Further discussion of syllabus Drawing up of the lesson scripts Recording lessons
August			Construction of teaching materials, including pictures and charts Revising recorded lessons
September	Joint meetings with teachers in the Primary School Joint meetings with the staff of the Lower Secondary School Unesco consultation		Orientation and pre-test given; experimental lessons begin; from then on three days per week, Tuesdays, Thursdays and Fridays, 4 experimental lessons Recording lessons

Date	Studies A and B	Study A (3rd/4th grades)	Study B (5th-6th grades)
October (1965)	Recording lessons Joint meetings with teachers in the Primary School	Further discussion of the first few lessons recorded	12 experimental lessons
November	Recording lessons Consultation with English and education specialists		12 experimental lessons
December	Recording lessons Unesco consultation		9 experimental lessons
January (1966)	Recording lessons Joint meetings with the staff of the Lower Secondary School		9 experimental lessons
February	Recording lessons Unesco consultation		The aural comprehension and oral production tests are given; 11 experimental lessons
March	Revision of the perception test discussed Drawing up of the Interim Report	The preliminary survey performed Examination of teaching materials and aids	
April	Recording lessons Unesco consultation	Orientation and pre-test given; Experimental lessons begin. The time schedule for Study A is three times per week—Mondays, Wednesdays and Fridays. 5 experimental lessons	9 experimental lessons
May		12 experimental lessons	12 experimental lessons
June		12 experimental lessons	12 experimental lessons
July	Unesco consultation		4 experimental lessons. The experiment is to be completed this month. The post-test given
August			Evaluation of the examination results
September	Unesco consultation	6 experimental lessons; the second mid-term test given	Evaluation of results continues
October		12 experimental lessons	Preparation of the Final Report
November	Joint meetings with the staff of the Lower Secondary School	12 experimental lessons	

Date	Studies A and B	Study A (3rd/4th grades)	Study B (5th-6th grades)
December (1966)	Unesco consultation	The experiment is to be completed this month. Post-test given: the aural comprehension and the aural perception tests in the classroom and the oral production test in the language laboratory. 7 experimental lessons	
January (1967)	Drawing up of the Final Report	Evaluation of the examination results	
February	Printing of the Final Report	Evaluation of the examination continues	
March	Completion of the report Conference for reviewing the experiment among all persons engaged		

VI. THE EXECUTION OF THE EXPERIMENTS

The staff in charge of Studies A and B have been engaged in the planning and execution of the experiments with the assistance of the Primary School personnel and have completed almost all the administration of the experiments that was required by the schedule. In the meantime the staff met for discussion of the experiments at least once every week, while recordings, rehearsals and the execution of the experiments were conducted by the joint efforts of all the staff of the Institute.

1. The Progress of the Experiments

April
(1965)

- 1) As the general outline of the experiments has been decided upon during several discussions with the officials concerned from the Japanese National Commission for Unesco, the Institute began a detailed study of each item in the experiments.
- 2) As regards Study B, there was a discussion as to how the would-be six graders who have been given English lessons would be taught when they entered the Lower Secondary School.

Note: In the Lower Secondary School, about 30% of the students are from other primary schools where no English instruction is given.

- 3) Study B, which was originally to be conducted from April, 1965, was postponed to September of the same year, the reason being that we could not find a suitable informant till September and that we wanted to have a longer time for the preparation of the experiment (The reason for this change in the schedule was presented to the Unesco officials concerned).

May

- 1) The results presented in the report, *Aural-Oral Training in the*

Teaching of English in Primary and Lower Secondary Schools (1965), were re-examined and other studies of the similar nature both at home and abroad were examined.

- 2) Physical arrangements for the experiments were made and necessary equipment was checked.
- 3) The class atmosphere and students' attitudes of the 3rd grade classes were observed in order to work out appropriate procedure for Study A.

June

- 1) For Study A in particular, the syllabi followed in the previous experiment were examined among the staff. This was followed by a discussion as to how to improve our previous lesson plans. The guiding principles followed in the previous experiment were as follows:

1. Considering the developmental stage of this age (Age 9), each lesson was so arranged that the students could participate with as much bodily action as possible. For example, the demonstrative pronouns, 'this' and 'that' in the sentence 'This is a ____.' or 'That's a ____.' were always uttered with their fingers pointed at the pictures.
2. The arrangement of the teaching materials was structure-centered. Special consideration was given to the gradual, small-step progression and adequate repetition. In addition to the review put at the beginning of every lesson, a more comprehensive review was provided in every four or five lessons.
3. Teaching should be exclusively audio-lingual, reading or writing being excluded.
4. Vocabulary items selected were those that were picturable ones.
5. The drills in rhythm and intonation were given priority to those in each sound segment.

For the present study (Study A), we reconfirmed these principles with minor changes. For example, it was decided that the first

noun phrase to be taught should be the 'Personal possessive pronoun+Noun', such as 'my book', 'your chair', etc. The reason was that, if 'a/an+NP' was introduced at the beginning, the students would generate such ungrammatical sentences as *'This is *a* my book', *'That hat is *a* black', *'This boy is *a* Tom', etc. In addition, more attention was paid to the selection of vocabulary items considering pronunciation. We also decided that more emphasis should be put on rhythm and intonation, using visual aids for intonational patterns.

- 2) Tentative lesson plans for Studies A and B were designed. They were revised by the joint efforts of the staff.
- 3) The financial estimates of the experiments were re-examined in detail.

July

- 1) Observation was made of English classes in other primary schools.
- 2) The Japanese Unesco officials concerned visited the Institute and discussed the progress of the experiments with the Institute staff.
- 3) It was discussed how the pronunciation drill on the 6th grade level in the previous experiment could be integrated into the structure-centered lessons of Study A. It was discussed how the pronunciation drill on the 6th grade level in the previous experiment could be integrated into the structure-centered lessons of Study A.
- 4) The aural comprehension test was given and the results were evaluated with a view to construct appropriate teaching plans for Study B.

August

- 1) Teaching aids such as pictures and charts were prepared by the specialists under the guidance of the Institute staff (Study B).

September

- 1) After the completion of the first few lesson scripts, recording of the lessons started. From then on three or four lessons were recorded every week (Study B).
- 2) The recorded lessons were examined by the whole staff and

part of them were revised (Study B).

- 3) The experimental lesson for Study B was resumed on September 20. From then on, the experiments were conducted on Tuesdays, Thursdays and Fridays (three days per week).
 - 4) The perception test was given as a pre-test.
 - 5) Consultation with the teachers concerned in the Lower Secondary School was held. There was a discussion about providing appropriate English teaching materials for the subjects now learning English in the Primary School.
 - 6) The Japanese Unesco officials visited the Institute and joined our discussion for improving lesson plans.
- October
- 1) It was discussed how we should construct introductory lessons.
 - 2) A joint meeting with teachers in the Primary School was held and various problems such as class management, students' attitude, and wording of directions were discussed.
- November
- 1) Recording of the Study A lessons started.
 - 2) At the staff meeting, aural comprehension and oral production test problems were considered (Study B).
- December
- 1) At a joint meeting with the Unesco officials in Japan, the results of the experimental lessons up to this time were reported.
- January (1966)
- 1) Joint meetings with the staff of the Primary School were held; the nature of Study A was explained in more detail to them.
 - 2) Test items for aural comprehension and oral production were discussed (Study B).
- February
- 1) The aural comprehension and oral production and mimicry tests were given. The oral production and the mimicry tests were administered in the language laboratory. The students' responses were recorded on each tape to be checked afterwards (Study B).
 - 2) The Japanese Unesco officials participated in the discussion on Studies A and B.
- March
- 1) The items and arrangement for the aural perception test were re-examined. The revised version was completed.

Note: The reliability of the revised version was checked using a dozen American Fulbright teachers in Japan.

- 2) The preliminary survey was performed on the students' I.Q., environment, hearing ability, speech defects, etc. (Study A). The survey forms were filled in by the parents and home-room teachers of the students as valid for April 1, 1966.
- 3) The administration of the experimental lessons was discussed.
- April 1) The experimental lessons for Study A began on April 10. From then on, the lessons were conducted on three days per week.
- 2) The revised version of the perception test was given.
- May 1) The experimental lessons for Studies A and B continued as scheduled.
- July 2) For Study B, the experimental lessons were completed in July. The post-test was given. The types of the tests given were the aural perception, the oral production and mimicry.
- August 1) Evaluation of the test results continued for Study B.
- November 2) The experimental lessons for Study A continued as scheduled.
- December 1) The experimental lessons for Study A were completed. The post-test was given on the students' aural comprehension, aural perception, oral production and mimicry.
- 2) Evaluation for Study B was completed.
- January 1) Evaluation of the test results continued for Study A.
- March 2) The contents of the Final Report were discussed at the joint meetings. The Unesco officials participated.
- (1967) 3) The Final Report was printed.

2. Observation

Study A:

1) *Students' attitude*

Both the 3rd and 4th grade students were on the whole keenly interested in learning English in spite of being taught exclusively by tape. They seemed to enjoy their classes even when the activities were mechanical. In general, the 4th graders proved to be better fitted for this kind of classroom work than the 3rd graders.

However, the 3rd graders were prone to lose their interest more easily than the 4th graders if one type of activity continued long.

The learning attitudes of the students varied; for example, the students were rather excited and restless when the English class was given immediately after gymnastics or before club activities.

2) *Directions*

At the initial stage some of the directions given in Japanese were found to be too long for the 3rd graders to understand, probably because of their mental immaturity. Thus the teacher was obliged to give some explanations.

3) *Difficult sounds*

Although phonetic considerations were given to the selection of vocabulary items, some pronunciation problems arose; that is, some of the students failed to distinguish the following pairs: hand/hen, you/your, cap/cat, Betty/Mary.

In spite of these difficulties, the students displayed remarkable skills in the mimicry of rhythm and intonation. For the production of individual sounds, they were especially good at aspirated sounds in such words as 'pen', 'table', 'cat', etc. but they were not good at producing final consonants in such words as 'desk', 'Tom', 'Bob', etc.

Generally speaking, the 4th graders proved to be superior in approximating English sounds.

4) *Procedures*

- a) In the first few lessons greeting was practised, and then used at the beginning and end of every lesson henceforth. Toward the end of the experiment, the students got so used to the exchange of greeting that it became almost native-like.
- b) In this experiment the sentence pattern, 'This is my ____.' was presented prior to the pattern, 'This is a(n) ____.' This time a new type of error arose: *'This is my a pen.' instead of 'This is my pen.' which frequently occurred in the previous experiment. We also found it inconvenient to introduce some kinds of words in the context: my/your ____.
- c) The types of activities the students liked were those which accompanied muscular movement, such as pointing at the pictures, raising hands, tapping on the desk, etc.

d) The types of exercises adopted were mainly the following:

Type 1. (Sx)

Teacher gives a model—students listen.

Type 2. (Ss)

Teacher gives a model—students repeat.

Type 3. (NsSs)

Teacher gives a number as a cue—students respond—teacher gives the correct response—students repeat.

Type 4. (CsSs)

Teacher gives a word as a cue—students respond—teacher gives the correct response—students repeat.

Type 5. (QaSs)

Teacher asks a question—students answer—teacher gives the correct answer—students repeat.

However, these types were not sufficient in number to meet the students' interest.

e) The student-to-student dialogue, if too long, often brought confusion to the class. For example, the following procedure was found to be too complicated for the students, especially for the 3rd graders:

Teacher: Book.

Student A: Is this your book?

Student B: Yes, it is.

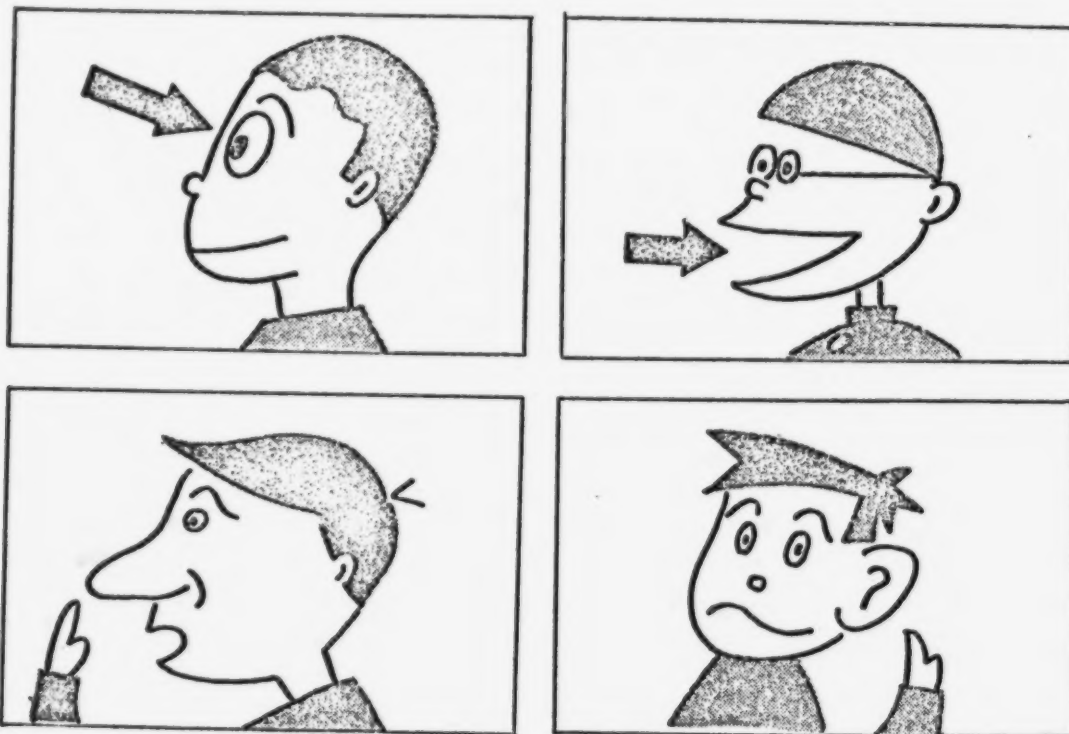
Teacher: Is this your book?—Yes, it is.

Student A: Is this your book?

Student B: Yes, it is.

f) Since this study was structure-centered, we limited vocabulary items to the minimum. We found, however, that a little more vocabulary items should be given to maintain the students' interest.

g) We distributed to the students some picture cards which they put colors on at home. The use of these cards in the class was thrilling to the students. Especially cartoon-like pictures proved effective.



Study B

(1) *Students' attitude*

The students on the whole maintained their interest in English, even in the class taught exclusively by tape.

(2) *Directions*

As they got used to the English lessons, the students (even those who were taught by tape) came to understand any directions quite easily.

(3) *Pronunciation*

The following sounds were found to be difficult for the students.

1. Final consonants as in 'speak', 'desk', 'that', 'some', especially in tape classes
2. Unstressed syllables sometimes dropped out:

"There isn't *a* notebook on the desk". "He has *a* long pencil in *his* hand".

3. The English sounds which are non-existent in Japanese:

l/r, f/s, f/h-, θ/s; ž/s before /iy/, etc.

In live classes the teacher was able to reduce the students' errors in pronunciation by correcting them where necessary.

For rhythm and intonation, the students in both groups achieved native-like

fluency. For example, they could produce easily even such comparatively long sentences as 'I have lunch at twelve thirty.', 'I have supper at six in the evening.', 'I study English on Monday.', etc. However, when there are any difficult words in a sentence, the students' rhythm and intonation were somewhat disturbed. For example, in the sentence 'I have breakfast at seven in the morning.', the word 'breakfast' proved to be a disturbing factor in the sentence.

(4) *Procedures*

Based on the assumption that structure-drill should take precedence of teaching vocabulary items, emphasis was put on the students' automatic production of basic structures. Towards the end of the experimental lessons, the students displayed remarkable skills in using the English sentences they had learned. They were particularly quick in understanding and response. This seems to endorse our belief that exclusive audio-lingual drill should be given at the primary school level.

(5) *Advantages and disadvantages of tape lessons*

(a) We used a high quality tape-recorder in our experiment, but in a large class consisting of 40 students they sometimes failed to perceive and produce some sounds especially stops in final position or such fricative consonants as /f/ or /v/ (/f/ was misperceived to be as */s/, and /v/ as */z/). We found it necessary to give some more explanations on the use of speech organs to remedy the above defects. In live classes they could correctly produce these sounds by observing the teacher's use of the speech organs.

(b) Teaching by tape proved to be inferior in liveliness in conversation.

(c) We found in tape classes that pauses in tape were sometimes too long or sometimes too short, depending upon the students.

(d) There were some advantages in tape classes. First, the students in tape classes seemed to concentrate their attention on the sounds more than those who were in live classes, probably because they could not expect further help from the teacher as those in live classes.

Secondly, not enough time being allowed for slow responses, the students in tape classes came to be quicker in response than those in live classes.

Despite some disadvantages in the tape lessons we found to our satisfaction that the students were interested in English and that they succeeded in grasping English rhythm and intonation as well as those in live classes.

3. The syllabi and samples of teaching and testing materials are as follows:

a) Syllabus of the experiments

Appendix 1: Syllabus of the first 75 lessons (Study A)

Appendix 2: Syllabus of the 100 experimental lessons and 20 following (Study B)

b) Samples of lesson plans

Appendix 3: Study A; Lessons 3, 4 and 5;

41, 42 and 43

Appendix 4: Study B; Lessons 120, 158, 181 and 220

c) Evaluation

Appendix 5: Form for the Preliminary Survey

Appendix 6: Perception Test

a) Items (Study A)

Items (Study B)

b) Directions (Study A)

Directions (Study B)

c) Questions (Study A)

Questions (Study B)

d) Answer Sheet

Appendix 7: Aural Comprehension Test

a) Study A (in July, 1966)

b) Study A (in December, 1966)

c) Study B (in February, 1966)

d) Study B (in July, 1966)

Appendix 8: Oral Production Test

a) Study A (in July, 1966)

b) Study A (in December, 1966)

c) Study B (in February, 1966)

d) Study B (in July, 1966)

Appendix 9: Mimicry

a) Study A (in July, 1966)

b) Study A (in December, 1966)

c) Study B (in July, 1966)

VII. THE RESULTS OF THE EXPERIMENTS

The results of the experiments were tabulated after the conclusion of the post-tests in Studies A and B. For the tabulation of mimicry test, each student's mimicry on tape was judged by a native speaker. If a student's pronunciation was acceptable to the judge, it was marked 'right', and if not, 'wrong'. To avoid leniency on the part of the judge, no intermediate stage of intelligibility was provided.

Note: As the evaluation of mimicry test was subjective in nature, it was felt necessary to check the judge's reliability. Therefore, it was so arranged that the judge evaluates some of the students' mimicry twice, the variation of which was tabulated. It was concluded from the data that no significant difference was observed between the first and the second evaluation.

The results were tabulated under the following headings, and were statistically interpreted, where necessary.

- Study A
1. The Results of the Perception Test
 2. The Results of the Aural Comprehension Test
 3. The Results of the Oral Production Test
 4. The Results of the Mimicry Test
 5. The Correlation of Test Results with the Students' IQ
- Study B
1. The Results of the Perception Test
 2. The Results of the Aural Comprehension Test
 3. The Results of the Oral Production Test
 4. The Results of the Mimicry Test

Study A

1. The Results of the Perception Test

The average scores in perception test in Study A were as follows:

TABLE 1. AVERAGE SCORES IN PERCEPTION TEST

Date	3rd grade			4th grade		
	1(April)	2(July)	3(December)	1(April)	2(July)	3(December)
Boys	53.21	60.95	63.21	54.10	60.16	64.05
Girls	52.81	62.05	63.67	53.38	58.76	65.10
Total	53.00	61.53	63.45	53.73	59.43	64.60

Number (N)=Boys 80, Girls 80

Full Mark (FM)=100

The analysis of variance was applied to the students' scores in perception test, the sources being grade, sex, and trial (TABLE 2).

TABLE 2. ANALYSIS OF VARIANCE IN PERCEPTION TEST

Source	SS	df	MS	F
Grade (G)	0.7	1	0.7	—
Sex (S)	0	1	—	—
Interaction (G×S)	20.7	1	20.7	—
Individual	25366.4	156	162.6	3.547**
Trial (T)	9433.5	2	4716.75	102.89***
Interaction (T×G)	253.9	2	126.95	2.769
Interaction (T×S)	35.9	2	17.95	—
Interaction (T×S×G)	46.0	2	23.0	—
Within cells	14300.4	312	35.84	
Total	49460.5	479		P<0.01** P<0.001***

SS=Sum of squares

df =Degree of freedom

MS=Mean squares

The results obtained from the statistical analysis show that significance was noticed in trials. Then, the test by the Tukey Method was applied to the difference among the students' scores obtained three times. Again, we found significant difference in each trial, that is, from the 1st to the 2nd and from the 2nd to the 3rd. It is to be concluded, therefore, that there was significant improvement in the students' scores.

However, no significant difference was recognized between grades, or between boys and girls. Furthermore, interaction between grades and sexes, and their

interaction with trials was not significant.

Thus, although there were individual differences, there was no significant difference in scores caused by grades or by sexes. Nor was there any significant difference in the rate of improvement.

2. The Results of the Aural Comprehension Test

(1) The first aural comprehension test

The average scores in the 1st aural comprehension test (given in July) are shown in TABLE 3.

TABLE 3. AVERAGE SCORES IN THE FIRST AURAL COMPREHENSION TEST

FM=100

	3rd Grade	4th Grade	Total
Boys	58.421	58.684	58.553
Girls	56.429	57.857	57.143
Total	57.375	58.250	57.813

The results of the analysis of variance as applied to the students' scores in the first aural comprehension test are shown in TABLE 4.

TABLE 4. ANALYSIS OF VARIANCE IN THE FIRST AURAL COMPREHENSION TEST

Source	SS	df	MS	F
Grade (G)	30.625	1	30.625	—
Sex (S)	79.295	1	79.295	—
Interaction (G×S)	13.551	1	13.551	—
Within cells	39410.904	156	252.634	
Total	39534.375	159		P<0.01**

As shown in TABLE 4, F ratio for grades, boys and girls, and interaction between grades and sexes is in each case below 0.01 and therefore statistically insignificant. No significant difference was observed between the 3rd and 4th grade, nor was there significant difference between sexes, from which fact it may be inferred that there is no difference between boys and girls in each grade.

(2) The second aural comprehension test

The average scores in the second aural comprehension test is shown in TABLE 5.

TABLE 5. AVERAGE SCORES IN THE SECOND
AURAL COMPREHENSION TEST

FM=100

	3rd Grade	4th Grade	Total
Boys	65.236	70.895	68.079
Girls	64.762	72.762	68.762
Total	65.000	71.875	68.438

The results of the analysis of variance as applied to the students' scores in the second aural comprehension test are shown in TABLE 6.

TABLE 6. ANALYSIS OF VARIANCE IN THE SECOND
AURAL COMPREHENSION TEST

Source	SS	df	MS	F
Grade (G)	1890.63	1	1890.63	9.078**
Sex (S)	18.61	1	18.61	—
Interaction (G×S)	55.95	1	55.95	—
Within cells	32488.19	156	208.258	
Total	24453.38	159		P<0.01**

Significant difference between the 3rd and the 4th grade is noticed at the level of 1%. However, there is no significant difference either between boys and girls or between sexes and grades.

Thus, it may be concluded that there is a statistical difference between the 3rd and the 4th grade in the second aural comprehension test.

The fact that no difference is found between boys and girls and between sexes and grades will show that there is no sex difference in each grade.

3. The Results of the Oral Production Test

The oral production test was given twice: the first was given in July and the second in December.

(1) The first oral production test

The average scores in the first production test are shown in TABLE 7.

The results of the analysis of variance as applied to the average scores of the first oral production test were given in TABLE 8. As shown in TABLE 8, significant difference is observed in grades at the level of 1%.

TABLE 7. AVERAGE SCORES IN THE FIRST
ORAL PRODUCTION TEST

FM=40

	3rd Grade	4th Grade	Total
Boys	19.05(N=37)	26.63(N=49)	23.37
Girls	22.30(N=37)	23.92(N=45)	23.24
Total	20.68	25.25	23.30

Note: Because some of the recorded tapes were not good enough for evaluation, the number of the 3rd graders had to be reduced to 37.

TABLE 8. ANALYSIS OF VARIANCE IN THE FIRST
ORAL PRODUCTION TEST

Source	SS	df	SAS	F
Grade (G)	899.82	1	899.82	16.72**
Sex (S)	3.30	1	3.30	—
Interaction (G×S)	377.30	1	377.30	7.01**
Error	9147.54	170	53.81	
Total	10127.94	173		P<0.01**

The difference in average scores between the grades also proved significant statistically. Between the boys and girls no significant difference is observed (below 1% level).

The interaction between grade and sex is significant at the 1% level. That is, as shown in TABLE 7, the boys recorded lower marks than the girls in the 3rd grade, but the reverse was found in the fourth grade.

The average scores in the second oral production test are shown in TABLE 9.

TABLE 9. AVERAGE SCORES IN THE SECOND ORAL PRODUCTION TEST

FM=25

	3rd Grade	4th Grade	Total
Boys	19.158	23.158	21.158
Girls	18.857	21.857	20.357
Total	19.000	22.475	20.737

The results of the analysis of variance as applied to the average scores of the second oral production test are shown in TABLE 10.

TABLE 10. ANALYSIS OF VARIANCE IN THE SECOND ORAL PRODUCTION TEST

Source	SS	df	MS	F
Grade (G)	483.025	1	483.025	59.318**
Sex (S)	25.583	1	25.583	3.142
Interaction (G×S)	9.975	1	9.975	1.225
Within cells	1270.392	156	8.143	
Total	1788.975	159		P<0.01**

As shown in the table, significant difference is observed in grades at the level of 1%. The source of sex does not come up to the difference of the 5% level, but it is to be noted that the F ratio ($F=3.142$) is fairly high. The interaction between grade and sex was not significant. Thus in the production test significant difference is observed between the 3rd and the 4th grade. The difference between boys and girls cannot be considered significant statistically, but the boys may be said to be a little superior in their oral production.

4. The Results of the Mimicry Test

TABLE 11. NUMBER OF ERRORS IN THE FIRST MIMICRY TEST

Items	3rd Grade		4th Grade	
	Boys	Girls	Boys	Girls
Good afternoon.	30	40	28	39
Is <i>this</i> your book?	23	26	23	29
That's your pencil.	20	15	19	21
No, it <i>isn't</i> .	12	7	7	10
That <i>isn't</i> my pen.	12	8	3	15
Your <i>pen</i>	4	1	6	0
My pencil/	8	0	13	18
Your table	6	2	5	5
My desk	7	2	8	11
Your book	0	1	0	0
My hat	0	0	0	0
Your cap	0	1	0	0
My <i>pen</i>	0	0	0	0
Your pencil	0	0	0	0
Total	122	103	112	148
	225		260	

The mimicry test was given twice, in July and in December. Some of the English sounds which were found most difficult in our previous experiment were selected as the test items (See Appendix 9. Mimicry (a) and Mimicry (b)).

The results of the first mimicry test are shown in TABLE 11.

The results of the second mimicry test are shown in TABLE 12.

TABLE 12. NUMBER OF ERRORS IN THE SECOND MIMICRY TEST

Items	3rd Grade		4th Grade	
	Boys	Girls	Boys	Girls
I'm fine, <i>thank</i> you.	34	20	38	30
My name's Mary.	26	26	17	31
This is my <i>fork</i> .	10	11	6	5
No, it <i>isn't</i> .	3	6	5	3
Is <i>that</i> your table?	1	1	1	1
This is my <i>apple</i> .	0	1	0	0
Is your name Tom or Bob? (intonation)	0	1	0	0
It is my notebook.	0	0	0	0
Good morning, Mrs Sesar. (intonation)	0	0	0	0
This is my book. (intonation)	0	0	0	0
Total	74	66	67	70
	140		137	

We found that in both mimicry tests there was no significant difference between the 3rd and the 4th graders.

5. The Correlation of Test Results with the Students' IQ

(1) The perception test was given three times during the experiment. The correlation

TABLE 13. RESULTS OF PERCEPTION TEST DIVIDED INTO THREE GROUPS ACCORDING TO IQ

IQ	3rd Grade			4th Grade		
	1	2	3	1	2	3
High	58.00	62.80	63.60	54.74	60.07	64.07
Middle	51.79	61.93	63.29	51.85	60.67	66.30
Low	51.48	59.93	63.48	54.62	57.46	63.38

of the test results with IQ was examined. The students' scores were divided into three groups according to their IQ.

The result shows that the correlation (i.e. represented by 'r') is not significant, as follows: 3rd grade.... $r=0.177$; 4th grade.... $r=0.142$

(2) We examined the correlation of IQ with the test results of the first aural comprehension test (AC-1), the second aural comprehension test and those of the second oral production test (OP). The Pearson's coefficients are shown in the TABLE 14.

TABLE 14. COEFFICIENTS OF CORRELATION

	3rd Grade	4th Grade
IQ & AC-1	0.215	0.042
IQ & AC-2	0.154	0.245*
IQ & OP	0.454**	0.008
	$P<0.01^{**}$	$P<0.05^{*}$

Thus in the 3rd grade significant correlation was recognized between IQ and the oral production test results at 1% level.

In the 4th grade significant correlation was found between IQ and the second aural comprehension test results at 5% level.

Study B

1. The Results of the Perception Test

Both experimental groups (EG henceforth) and control group (CG henceforth) have been taught by tape since the termination of the previous experiment (July, 1964) up to the time of the execution of the present experiment (September, 1965).

Just before the resumption of the experimental lessons, the perception test was given in order to see if there occurred any differences between EG and CG, if any. The average scores in the perception test are shown in TABLE 15.

TABLE 15. AVERAGE SCORES OF PERCEPTION TEST

	July, 1964	September, 1965
EG	80.750	82.100
CG	80.180	83.550

Next, the analysis of variance was applied to the students' scores in the last perception test given in the previous experiment when the subjects were 4th graders and those in the first perception test in the present experiment when the subjects were 5th graders (TABLE 16).

TABLE 16. ANALYSIS OF VARIANCE IN THE FIRST PERCEPTION TEST

Source	SS	df	MS	F
Group (a)	27	1	27	1
Grade (b)	156	1	156	5.2*
Subject	2395	78	31	1
Interaction (a×b)	16	1	16	1
Within cells	2342	78	30	
Total	4936	159		P<0.05*

F ratio 5.2 indicates the significant improvement in both EG and CG after one year's teaching by tape. However, there is neither group difference nor interaction between group and grade. Therefore, no significant difference is recognized between EG and CG on the 5th grade level as well as on the 4th grade level.

The average scores of the perception test (given three times) are in TABLE 17.

TABLE 17. AVERAGE SCORES OF PERCEPTION TEST

	1 (September)	2 (February)	3 (July)
EG	82.100	85.650	85.825
CG	83.550	85.500	86.800
Average Scores	82.8250	85.4750	86.3125

The analysis of variance as applied to the average scores is shown in TABLE 18.

TABLE 18. ANALYSIS OF VARIANCE IN PERCEPTION TEST

Source	SS	df	MS	F
Group (G)	40	1	40	<1
Learning (L)	530	2	265	14.855**
Subjects	3497	78	44.83	2.513**
Interaction (G×L)	21	2	10.5	—
Within cells	2783	156	17.84	
Total	6871	239		P<0.01**

As the TABLE 18 shows, significant difference is recognized both in learning and in subjects at the level of 1%, but no significant difference is observed between EG and CG and in the interaction between learning and group. Therefore the difference in teaching methods is not significant.

Significant improvement is found between the first perception test and the third perception test. The Tukey Method was used then to see where the significant difference in average scores was. It shows that differences in average scores between the first and the second, and between the first and the third are significant, while the difference between the second and the third test is not significant. The effectiveness in learning is found to be significant during the experimental period from the first to the second test.

2. The Results of the Aural Comprehension Tests

The three aural comprehension tests were given: in September, 1965, in February and July, 1966.

The average scores in the first aural comprehension test are shown in TABLE 19.

TABLE 19. AVERAGE SCORES IN THE FIRST AURAL COMPREHENSION TEST

EG	64.125
CG	63.375

The t -test was applied to these scores. We obtained t and f as follows: $t=0.5$, $f=78$.

Thus we can conclude that the difference between EG and CG is not statistically significant.

The average scores in the second aural comprehension test are in TABLE 20.

TABLE 20. AVERAGE SCORES IN THE SECOND AURAL COMPREHENSION TEST

EG	57.750
CG	52.000

As the result of the t -test ($t=6.765$, $f=78$), significant difference between EG

and CG is recognized at the level of 1% in favor of EG.

The third aural comprehension test was given by two different means; one was given by a live teacher and the other was given by tape (a week later). The average scores are shown in TABLE 21.

TABLE 21. AVERAGE SCORES IN THE THIRD AURAL COMPREHENSION TEST

	by a live teacher	by tape
EG	55.75	64.00
CG	63.625	72.500

The result of statistical consideration is as follows:

- (a) The difference between EG and CG in the test given by a live teacher.

As the result of the t -test ($t=3.596$, $f=78$), there is significant difference at the level of 1% in favor of CG.

- (b) The difference between EG and CG in the test given by tape.

As the result of the t -test ($t=3.595$, $f=78$), there is also significant difference at the level of 1% in favor of CG.

3. The Results of the Oral Production Test

The oral production test was given twice: in February and July, 1966.

The average scores of the oral production tests are in TABLE 22.

TABLE 22. AVERAGE SCORES IN ORAL PRODUCTION TEST

	1 (February)	2 (July)
EG	43.75	48.125
CG	45.5	54.75

As the result of the t -test applied to the students' scores in the first oral production test ($t=0.53$, $f=78$), no significant difference was recognized between EG and CG.

However, significant difference was recognized at the level 1% when the t -test was applied to the second oral production test ($t=2.93$, $f=78$). Therefore, CG was found to be significantly superior to EG in oral production.

4. The Results of the Mimicry Test

The mimicry test was given once towards the end of the present experiment. The results of the mimicry test are tabulated according to the number of errors as in TABLE 23.

TABLE 23. NUMBER OF ERRORS IN THE MIMICRY TEST

	Items	EG	%		CG	%
1	Is that a <i>vase</i> ?	26	57	4	24	52
2	Is <i>that</i> a vase?	20	44	1	36	78
3	He has <i>three</i> books.	18	39	3	29	63
4	I have <i>breakfast</i> at seven.	18	39	2	31	67
5	He has <i>three</i> books.	11	24	5	15	33
6	This is a <i>reader</i> .	5	11	6	8	17
7	I like <i>Tom</i> .	3	7	8	2	4
8	I have breakfast at seven. (fluency)	2	4	6	8	17
9	I <i>like</i> Tom.	2	4	9	1	2
10	Is that a vase? (rising intonation)	0	0	10	1	2

VIII. CONCLUSION

Summary

Study A

1. The Teaching Materials

For the sequence of the teaching materials, we followed the previous experiment (Study A, 1963-64). The previous experiment was meant for the 4th graders, but, in the present experiment meant for both the 3rd and the 4th graders, some minor changes were made to make the teaching materials easier, such as smaller steps in presentation, the choice of easier vocabulary items, more review work, etc.

One of the main changes in the syllabus of the present study was that "This is my/your ____." was taught prior to "This is a/an ____." Because we found it necessary to avoid the students' errors in the previous experiment such as "This is a napple," "This is a my napple," "This isn't a my nalbum."

However, we faced the same kind of difficulty, as before, in teaching the contrast of "my (your)/a (an)". That is, the students made such an error as "This is my your an arm."

This kind of confusion seems to be inevitable to some extent in audio-lingual drill. The remedy for this will be inclusion of more contrastive drills between "This is my ____." and "This is a/an ____."

For the teaching of pronunciation more emphasis was put on rhythm and intonation than individual sounds. The students achieved almost native-like rhythm and intonation in simple sentences and greetings.

We prepared pictures to be used in class; some were put on the board, and some were distributed to each student. Those pictures contributed to maintaining the students' interest.

In addition, an English song given by tape at the beginning of every lesson aroused the students' interest in learning English.

In the previous experiment twenty-minute tapes were used, while in the present

experiment ten-minute tapes were used.

2. The Subjects

- (1) The students showed an interest in the types of drills which involved bodily actions; such as tapping on the desk, shaking their heads in denial, pointing at a picture or an object.

In general, the 4th graders were found to be better fitted for classroom work than the 3rd graders. The 3rd graders had more difficulty in understanding and following the instructions given by tape; for instance, at the initial stage there was sometimes confusion in the student-to-student dialogues. On the whole, both the 3rd and the 4th graders maintained their interest in repeating even a simple sentence many times. However, if one type of repetition continued long, the 3rd graders in particular had a tendency to get tired of it. In order to remedy this, more varied forms of drills, especially in review work, should be included in each lesson.

- (2) The results of the tests are as follows:

- (a) In the perception test given three times, the students showed significant gains in each trial. This steady improvement was independent of their grade and sex, though individual difference was significantly noticeable.
- (b) In the first aural comprehension test given in July, no difference was observed between the 3rd and the 4th graders nor between the boys and the girls. However, in the second aural comprehension test given in December, the 4th graders significantly surpassed the 3rd in their scores, though no difference was noticed again between the boys and the girls.
- (c) In the oral production tests, the 4th graders showed a significant predominance over the 3rd graders. Between the boys and the girls no significant difference was observed.
- (d) As far as mimicry is concerned, there was no significant difference between the two graders. This may imply that a mechanical type of work can be handled rather easily even by the 3rd graders.
- (e) In the perception test no correlation was found between the students' scores and their IQ. However, the result of the oral production test had some correlation with IQ on the 3rd grade level, but not on the 4th grade level. This is probably because test questions were a little too difficult for the 3rd

graders. On the contrary, in the aural comprehension test correlation with IQ was found on the 4th grade level, but not on the 3rd level. This may be due to the following facts: the first part of the test questions was appropriate for both graders, but the second part was too difficult for the 3rd graders and most of them failed in answering. The scores of the 4th graders varied according to their IQ.

3. The Curriculum

We could not find enough time for our experimental lessons in the Primary School curriculum, and consequently we were obliged to reduce the lessons from four to three times per week, each lesson being fifteen minutes.

As in the previous experiment twenty-five minutes were allotted to each lesson, we used twenty-minute tapes. However, in the present experiment we were obliged to allot fifteen minutes to each lesson. Consequently we used ten-minute tapes. But we found that ten-minute tapes were a little too short. The present experiment suggests that it be more desirable to use thirteen-minute tapes at this level.

Study B

1. The Teaching Materials

Study B was a continuation of the previous experiment, but the following modifications were made in the present experiment.

- (a) Reduction of time: In the previous experiment twenty-minute tapes were used for each lesson. In the present experiment fifteen-minute tapes were used because of school administration problems.
- (b) Type of review work: In the previous experiment, review work was usually for the immediately preceeding lesson. This time, somewhat spiral type of review work was added.
- (c) Pronunciation drills: In the previous experiment each lesson was strictly structure-centered. This time, we often inserted pronunciation drills when necessary.

2. The Subjects

- 1) The subjects were given forty lessons in the previous experiment (April—July, 1964). After the termination of the experiment we gave sixty tape lessons to

both groups (September, 1964—July, 1965). In the present experiment eighty-three lessons were given (September, 1965—July, 1966).

- (2) In the 15-minute tape lesson the students in both groups maintained their interest. In understanding directions of class activities the subjects in EG had no handicap against CG at this stage.
- (3) The results of the tests are as follows:
 - (a) In the perception test the subjects showed significant improvement in the second perception test given in February, 1966, that is, five months after the first perception test given in September, 1965. However, no significant improvement was made between the second and the third perception test given in July, 1966.

There was no significant difference between EG and CG as far as the perception tests were concerned. To our satisfaction, in the second and the third perception test the subjects in both groups achieved 85 marks on average. (When we gave the same test to American Fulbright Exchange Teachers of English in Japan, they got 97.1 marks on average.)

- (b) The three aural comprehension tests were given during the experiment. In the first aural comprehension test no significant difference was found between EG and CG. However, significant difference was found at the level of 1% in favor of CG in the second and the third test.
- (c) In the first oral production test there was no significant difference between EG and CG, although the average scores in CG were higher than those in EG. However, in the second (i.e. the last) production test, CG showed a significant predominance over EG.
- (d) In the mimicry test, EG proved to be superior to CG not only in individual sounds but also in fluency. This may be due to the fact that the subjects in EG were more accustomed to the sounds in tape.

Outlook

Study A

The main purpose of Study A was to find the optimum age for starting to learn English. We found that in such a mechanical work as mimicry there was no significant difference between the 3rd and the 4th graders. Thus it may be possible to start English instruction at the 3rd grade level if we limit the students' learning only to sheer mechanical work such as aural perception and mimicry. It is desirable to arrange the teaching materials and procedures in such a way that the students do not have to employ much intelligence, with special attention paid to small steps, repetition, abundance in practice time, etc.

However, the allotted time for foreign language instruction is inevitably limited at school. Thus not enough time can be allotted for repetitive work for proficiency. Therefore, we are obliged to construct lesson plans which would require higher mental maturity on the part of the subjects.

The above consideration seems to suggest that the 4th grade rather than the 3rd grade is better fitted for starting English learning in the present situation of Japan. This may also be said from the administrative point of view.

Study B

The result of the previous experiment (1963-64) showed that the tape classes achieved better results in the perception and mimicry tests than the live classes, though statistically insignificant. It also showed that, both in the aural comprehension and oral production tests, no significant difference was observed between the two groups.

The present experiment was resumed after a year's interval (September, 1964—July, 1965) during which period the same lessons were given to both groups ex-

clusively by tape. We found that in the perception and mimicry tests the students in both groups showed no significant difference, while in the aural comprehension and oral production tests the live classes achieved significantly better results than the tape classes. This fact may suggest that even on this level the tape lessons are effective as far as mechanical types of drill are concerned. However, in learning some complicated sentences which require somewhat higher intelligence of the students, the instruction by a live teacher proved to be more effective.

Thus, at the initial stage of English learning, where special emphasis should be put on audio-lingual training, teaching by tape will play an important role in the present-day Japan where well-qualified native speakers are not easily available. As for the remedy for defects of tape lessons found in aural comprehension and oral production, a Japanese teacher who operates a tape-recorder could give appropriate help to the students. Even if the operator is not a qualified teacher of English, he will be able to give effective English lessons, being provided with a well-prepared teacher's manual, diagnostic tests and remedial tape materials. In view of this, we have found that the tape can serve as an effective substitute for the native English teacher, especially in Japan where there is an acute shortage of well-qualified teachers.

We hope that we will continue to improve our teaching materials so that they may contribute to the English teaching in primary schools both at home and abroad.

**Appendix 1. Syllabus of the 45 Experimental Lessons
and 30 Following Lessons (Study A)**

Lesson	Pattern	Vocabulary	Pronunciation
1	Good morning. Good-by. (Greetings)		/231↓/
2	Good afternoon. (Greetings)		/231↓/
3	my+Noun	my, book, notebook, pencil	
4	your+Noun	your	
5	my/your	pencil case, desk, chair	
6	This is my ____.	this, is	/ð/
7	That's your ____.	that's	/ð/
8	This is my ____./ That's your ____.		/231↓/
9	<i>Review</i>		/e/, /i/, /iy/
10	SONG: "Good morning to you."		/1/, /uw/
11	Is this your ____?		/233↑/
12	This is your ____./ Is this your ____?		yóur cap
13	Is this your ____?	cap, hat	/æ:/e:/ə/
14	Yes, it is.	yes, it	
15	Is this your ____?—Yes, it is.		
16	This isn't my ____.	isn't	/znt/
17	This is my ____./ This isn't my ____.	its	
	It's your ____.		
18	This isn't your ____.		
	It's my ____.		

Lesson	Pattern	Vocabulary	Pronunciation
19	<i>Review</i>		
20	No, it isn't.	no	
21	Yes, it is./No, it isn't.	pen, table	/p/, /n/, /l/
22	No, it isn't. It's your ____.		
23	SONG: "London Bridge"		
24	Yes, it is./No, it isn't. It's your ~.		
25	Is that your ____?	that, apple, pear	
26	Is this your ____?/ Is that your ____?		/er/, /ð/
27	That isn't my ____.		
28	That's your ____./ That isn't your ____.	knife, fork	/f/, /ɔr/
29	This isn't my ____. Is this your ____?		/f/
30	<i>Review</i>		
31	Grand review 1 (after summer vacation)		/ð/, /æ/, /p/, /n/
32	Grand review 2		
33	" 3		
34	" 4		
35	" 5		
36	Is this my ____ or your ____?	or	/2331/
37	Is this my ____ or your ____?		/f/
38	Is that my ____ or your ____?		
39	Yes, it is. (No, it isn't.) It's my ____. (Responses to two types of questions)		
40	<i>Review</i>		
41	What's your name? My name is ____.	what's, name, Tom, Mary	/m/

Lesson	Pattern	Vocabulary	Pronunciation
42	Is your name ____?		/m/
43	Is your name ____ or ____?	Bob, Betty	
44	It's _____. (Tom)		
45	<i>Review</i>		/ey/, /siy/, /b:/v/ /j:/z/ /θ/, /f/
46	How are you?— I'm fine, thank you. (Greetings)		
47	And how are you, Mrs. Sesar?— I'm fine, too. (Greetings)		/f/, /n/, /θ/, /æ/ [f/θ/]
48	<i>Review</i>		/f/θ/
49	This/That boy is ____.	boy, girl	
50	Is this /that boy ____?		
51	Yes, he/she is.	he, she	
52	No, he/she isn't.		
53	No, he isn't. He's ____.		
54	What's his/her name?	his, her	
55	This is a ____.	a	
56	This is an ____.	an, album, arm	/m/
57	a/an	hand	
58	a/an	eye, nose	
59	a(an)/my	mouth, ear	/θ/
60	a(an)/your	egg, hen	
61	Is this (that) a (an) ____?		
62	Is this a ____? Yes, it is (No, it isn't.)		
63	What's this?—It's a ____.		
64	Is this an ____ or a ____?— It's an ____.		
65	Is this ____ or ____? ____ It's a ____.	cup, glass	/g/

Lesson	Pattern	Vocabulary	Pronunciation
66	<i>Review</i>		/l/:/r/
67	This cat is big.	cat, big, small, long, short	/l/
68	Is your cat big?		
69	This cat is black.	black, white, red, green	/æ/, /n/
70	What color is this?—It's red.	what, color, yellow, blue	/l/
71	Is your ____ black or white?— It's white.		
72	This is a black ____.		
73	Tom (He) is tall.	tall	/ɔ/
74	Is he tall or short?—He is tall.		
75	He is a student. Is she a teacher?	student, teacher	

Appendix 2. Syllabus of the 100 Experimental Lessons
and 20 Following Lessons (Study B)

Lesson	Pattern	Vocabulary	Pronunciation
100	Are these big books? Are these books big? <i>Review</i>		
101	That's not a green book, but a red book. <i>Review</i>		
102	Those aren't white books, but red books. <i>Review</i>		
103	What color is this?	color, orange, indigo, violet	
104	These pencils are not long but short.		
105	this/that, these/those <i>Review</i>		
106	a watch/watches	watch	
107	Are these (those) clocks?	clock	
108	What are these (those)?		
109	What do you have in your hand?		
110	What does he have in his hand?		
111	I have a cap. Do you have ____? How many ____ do you have? <i>Review</i>		/æ/, /a/
112	_____	ship, sheep	/ʃ/
113	_____	right, left	
114	That's _____. <i>Review</i>		/ð/

Lesson	Pattern	Vocabulary	Pronunciation
115	Do you have ____? <i>Review</i>		
116	_____	father, mother, brother, sister	
117	How many ____ do you have? <i>Review</i>		
118	the+Noun	the	
119	_____	box, car	
120	I like ____.	dog, baseball, tennis, basketball, volleyball, football, like	/v/, /f/
121	I don't like ____.		
122	Do you like ____?		
123	I like ____, but I don't ____.		
124	My father likes ____.		
125	Does your father like ____?		
126	at (12:30)	at	/hiy/:/šiy/
127	Do you have lunch?	lunch	
128	_____	breakfast	
129	_____	evening	/ðiy/(the)
130	<i>Review</i> (Does he/she have ____?)		
131	<i>Review</i> (How many brothers does he/she have?)		
132	(Days of the week)	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday	
133	on (Tuesday)	class	
134	<i>Review</i> (I have a class on ____.)		
135	<i>Review</i> (Do you have a class on ____?)		
136	<i>Review</i> (I have ____ classes on ____.)		
137	<i>Review</i> (Do you have ____ classes on ____?)		

Lesson	Pattern	Vocabulary	Pronunciation
138	_____	bus, taxi, street car, subway, train	
139	<i>Review</i> (I come to school on _____.)		
140	by (bus)		
141	_____	walk, house, horse	/ɔ:/aw/
142	My brother comes _____.		
143	<i>Review</i> (I go home at _____.)		
144	<i>Review</i> (What time do you go home?)		
145	<i>Review</i> (My brother goes to school at _____.)		
146	Where do you live?	where, live	
147		uncle, aunt, New York, London	
148	<i>Review</i> (My brother lives in London.)		
149	<i>Review</i> (Does he have _____?)		
150	<i>Review</i> (Do you go to school by _____?)		
151	I can _____. I can't _____.	can, can't, swim	
152		play, ski, piano	
153	<i>Review</i> (I go to school at _____.)		/θ:/t/
154	<i>Review</i> (Do you have _____ classes on Monday?)		/f:/h/, /ɔ:/a/
155	<i>Review</i> (Does he have _____?)		
156	<i>Review</i> (Can you play _____?)	work	
157		speak, read	
158		write	
159	There's _____.	notebook, knife, eraser	
160	Is there _____?	pencil box	
161		bench, chair, table	
162	<i>Review</i> (There's _____.)		
163	There are (two) _____.	then	

Lesson	Pattern	Vocabulary	Pronunciation
164	_____	lily, rose, tulip, flower, what (adj.)	/b:/v/
165	<i>Review</i> (What flower do you have?)		
166	Are there _____?	vase, base	
167	Are there any _____? There are some _____.	any, some	
168	What flowers are in _____?		
169	Where's _____?		
170	Where are _____?		
171		door, window, blackboard, picture, wall	
172	I'm going to _____.	open	
173	Are you going to _____?		
174	What are you doing?		
175	Where are you going?		
176	<i>Review</i> (boys, girls, their)		
177	<i>Review</i> (These/Those are boys.)		
178	<i>Review</i> (the days of the week, etc.)	we	
179	<i>Review</i> (There's a book on the desk, etc.)		
180	Open your book. Close the window.	close	
181	Touch your right/left cheek.	ear, cheek, head touch	
182	Don't go to _____.		
183	<i>Review</i> (don't go _____, Is there _____?)		
184	I get up at 6:30.	get up, go to bed	
185	<i>Review</i> (Whose book is this?)		
186	<i>Review</i> (This is Tom's book. It's mine.)		

Lesson	Pattern	Vocabulary	Pronunciation
187	They're students.		
188	Review (Do you have 6 classes or 5 classes on Tuesday?)		
189	_____	our, your (pl.), get on, get off, station	
190	Do you walk to school from Ikebukuro?	from	
191	Review (Do you have a _____?)		/i:/, /ɪ/, /æ:/, /ə/ /tr:/, /θr/
192	Review (I have a pencil in my right hand.)		
193	Review (My name's Tom, etc.)	Henry	
194	Review (Daily life: I have breakfast at 7, etc.)		/f/
195	Review (Daily life: What time do you come home?, etc.)		
196	Review (I don't have English on Monday.)		
197	Review (Do you have English on Wednesday, too?)		
198	Sunday is the first day of the week.	first, second, third, fourth, fifth, sixth, seventh	
199	Friday is the sixth day of the week.		
200	Review (Sunday/Monday...is the...day of the week.)		/f:/, /h/
201	Review (What's the first day of the week?—It's Sunday.)		
202	Review (Saturday isn't the sixth day of the week.)		
203	Review (What's this?/What're these?)		/-iz/(boxes)
204	Review (Whose pencil is this?—It's Betty's.)		
205	Who's this boy?—He's Bill.	Ann, Bill, who	
206	_____	man, woman, Mr. Brown, Mrs. White	

Lesson	Pattern	Vocabulary	Pronunciation
207	<i>Review</i> (What time does he go to bed?)		
208	<i>Review</i> (How many pictures are there on the wall?)		
209	<i>Review</i> (We have English on Thursday.)		
210	_____	banana, orange, peach	
211	<i>Review</i> (Is this boy reading a book?)		
212	<i>Review</i> (What time is it?— It's 3:15.)		
213	<i>Review</i> (I come home at 4:40.)		
214	<i>Review</i> (I have a book in my right hand.)		
215	<i>Review</i> (Those are boys playing baseball.)		
216	<i>Review</i> (There are some apples on the desk.)		/r/, /w/, /ey/
217	Fred has four flags in his left hand.		/f/
218	_____	men, women, Green, Jones	
219	<i>Review</i> (Who are these men/ women?)		
220	<i>Review</i> (What's the seventh day of the week?)		

Appendix 3. Lesson Plans for Study A*

Lesson 3. My+Noun

Song: "Good morning to you"

Directions	Procedure
Review	
a) Mrs. Sesar is going to greet you. Let's exchange greetings with her.	a) Ss Good morning, children. [P]
b) Were you able to say, "Good morning, Mrs. Sesar"?	
This time, after your greetings, you will hear the model greetings. Then repeat.	b) SsSs Good morning, children. [P] Good morning, Mrs. Sesar. [R] } (2X)

ABBREVIATIONS

- Sr Teacher speaks; students listen.
 Ss Teacher speaks; students repeat.
 Sn Teacher speaks; students identify by number.
 Ns Teacher gives a number; students respond with utterance.
 Cs Teacher gives a cue; students respond.
 Qa Teacher asks a question; students answer.
 [P] Pause for response
 [R] Pause for repetition
 () Students' response
 (3X).....The number of times stimulus is to be given (in this case, 3 times).
- Notes: 1. The somewhat modified version of Trager-Smith system of phonetic transcription is used in this report.
 2. Directions are given in Japanese. They are translated here for the readers' convenience.

c) Now, let's practise greetings in the afternoon.

c) SsSs

Good afternoon, children. [P] }
Good afternoon, Mrs. Sesar. [R] } (2X)

d) Now, let's practise greetings among yourselves. Those of you sitting in the 1st, 3rd and 5th rows face with your neighbors.

When you hear my signal, 'morning', say "Good morning" to your neighbors. Those of you so spoken to, return greetings.

After your exchange of greetings, you will hear the teacher's model. Then repeat.

d) CsSs

[Pa] [Pb] Good morning. }
[Ra] [Rb] } (2X)
[Pa] [Pb] Good afternoon. }
[Ra] [Rb] }
[Pb] [Pa] Good morning. }
[Rb] [Ra] } (2X)
[Pb] [Pa] Good afternoon. }
[Rb] [Ra] }

3.1 a) Now put on your desk a book, a notebook, and a pencil.

Now look at the picture numbered 1.

Listen carefully.

a) Sx book (3X)

b) This is not the same as the Japanese /bukku/.

Listen again.

b) Sx book (3X)

c) Repeat all together.

c) Ss book [R] (3X)

L. m. L.

- | | |
|------------------------------------|-----------------------------|
| d) Let's have row practice. | d) Ss book [R] (6 rows) |
| e) Let's have individual practice. | e) Ss book [R] (6 students) |
-

3.2 a) The picture numbered 2 is a notebook. Listen.

- | | |
|------------------------------------|---------------------------------|
| b) Repeat. | a) Sx notebook (3X) |
| c) Let's have row practice. | b) Ss notebook [R] (3X) |
| d) Let's have individual practice. | c) Ss notebook [R] (6 rows) |
| | d) Ss notebook [R] (6 students) |
-

3.3 a) The picture numbered 3 is a pencil. Listen.

- | | |
|------------------------------------|-------------------------------|
| b) Repeat. | a) Sx pencil (3X) |
| c) Let's have row practice. | b) Ss pencil [R] (3X) |
| d) Let's have individual practice. | c) Ss pencil [R] (6 rows) |
| | d) Ss pencil [R] (6 students) |
-

3.4 a) Now take up your book.

We are going to learn a new expression, "my book". Listen.

- | | |
|---|------------------------------------|
| b) Repeat with your book in hand. | a) Sx my book (3X) |
| c) Let's have row practice. | b) Ss my book [R] (3X) |
| d) Let's have individual practice. | c) Ss my book [R] (6 rows) |
| e) Next, let's learn a combination of 'my' with 'notebook'. Listen. | d) Ss my book [R] (6 students) |
| f) Repeat with your notebook in hand. | e) Sx my notebook (3X) |
| g) Let's have row practice. | f) Ss my notebook [R] (3X) |
| h) Let's have individual practice. | g) Ss my notebook [R] (6 rows) |
| i) Now, let's learn a combination of 'my' with 'pencil'. Listen. | h) Ss my notebook [R] (6 students) |
| j) Repeat. | i) Sx my pencil (3X) |
| k) Let's have row practice. | j) Ss my pencil [R] (3X) |
| l) Let's have individual practice. | k) Ss my pencil [R] (6 rows) |
| | l) Ss my pencil [R] (6 students) |

3.5 a) This time, when you hear my signal, for example, 'book', say 'my book', showing your book.

Then repeat.

book*

notebook

pencil

a) CsSs

[P] my book [R]

[P] my notebook [R]

[P] my pencil [R]

} (3X)

Note: For the first and the second time, in serial order; for the third time and after, in scrambled order.

b) So much for today.

b) Ss Good-by, children. [P]

Lesson 4. Your+Noun

Song: "Good morning to you"

Directions	Procedure
Review	
a) Mrs. Sesar is going to greet you. Respond to her greetings.	a) SsSs Good morning, children. [P] Good morning, Mrs. Sesar. [R] } (2X)
b) Next we are going to review greetings used in the afternoon.	b) SsSs Good afternoon, children. [P] Good afternoon, Mrs. Sesar. [R] } (2X)
c) In the previous lesson we learned the phrases, "my book", "my notebook", and "my pencil". Listen again.	c) Sx my book my notebook my pencil } (2X)
d) Now, when I give a signal 'book', say "my book", showing your book to us. Then repeat. book* notebook pencil	d) CsSs [P] my book [R] [P] my notebook [R] [P] my pencil [R] } (3X)
* 1st time in serial order; 2nd and 3rd time in scrambled order.	
e) Let's have row practice. As you say such a phase, be sure to hold up the thing mentioned in the	

phrase.

book*

notebook

pencil

* all in scrambled order.

f) Let's have individual practice.

e) CsSs

[P] my book [R]

[P] my notebook [R]

[P] my pencil [R]

} (2X)

f) CsSs

(The same as above (2X); in scrambled order.)

4.1 a) This time we are going to learn phrases like "your book".

Listen.

b) Repeat.

c) Let's suppose that the pictures on the board belong to your teacher, Mrs. Sesar. Let's practise the phrase "your book", pointing at picture No. 1. Repeat.

d) Next, let's practise by rows pointing at the picture.

e) This time, individual practice.

a) Sx Your book (3X)

b) Ss Your book [R] (3X)

c) Ss Your book [R] (3X)

d) Ss Your book [R] (6 rows)

e) Ss Your book [R] (6 students)

4.2 a) This time, we are going to practise another phrase, "your notebook." Listen carefully.

b) Repeat, pointing at picture No. 2.

c) Row practice.

d) Individual practice.

a) Sx Your notebook (3X)

b) Ss Your notebook [R] (3X)

c) Ss Your notebook [R] (6 rows)

d) Ss Your notebook [R] (6 students)

4.3 a) This time, we are going to practise another phrase, "your pencil". Listen.

b) Repeat, pointing at picture No. 3.

c) Row practice.

d) Individual practice.

a) Sx Your pencil (3X)

b) Ss Your pencil [R] (3X)

c) Ss Your pencil [R] (6 rows)

d) Ss Your pencil [R] (6 students)

4.4 a) Now each of you in group 1, face your neighboring student in group 2. When I say "my book", say "my book", showing your own book. Then repeat. When I say "your book", say "your book", pointing at the book of your neighboring student in the other group. Then repeat.

my book
your book
my notebook
your notebook
my pencil
your pencil
my book
your book

a) CsSs

[P] my book [R]	} (3X)
[P] your book [R]	
[P] my notebook [R]	} (2X)
[P] your notebook [R]	
[P] my pencil [R]	
[P] your pencil [R]	
[P] my book [R]	
[P] your book [R]	

b) So much for today.

b) Ss Good-by, children. [P]

Lesson 5. My/Your

Song: "Good morning to you"

Directions	Procedure
Review	
a) Mrs. Sesar is going to greet you. Respond to her greetings.	a) SsSs Good morning, children. [P] } Good morning, Mrs. Sesar. [P] } (2X)
b) Next, let's review greetings used in the afternoon.	b) SsSs Good afternoon, children. [P] } Good afternoon, Mrs. Sesar. [R] } (2X)
c) Now, let's review the phrase we learned last time. Listen. Listen again.	c) Sx Your book } Your notebook } (2X) Your pencil } Sx My book } My notebook } (2X) My pencil }
d) This time, let's practise the phrases in student-to-student dia- logue. Your neighbor's book Your own book Your neighbor's notebook Your own notebook Your neighbor's pencil Your own pencil	d) CsSs [P] Your book [R] } [P] My book [R] } [P] Your notebook [R] } (3X) [P] My notebook [R] } [P] Your pencil [R] } [P] My pencil [R] }

5.1 a) The picture numbered 4 is a pencil case. Listen carefully.

- b) Repeat all together.
- c) Practice by rows.
- d) Individual.

- a) Sx pencil case (3X)
- b) Ss pencil case [R] (3X)
- c) Ss pencil case [R] (6 rows)
- d) Ss pencil case [R] (6 students)

5.2 a) The picture No. 5 is a desk. Listen.

- b) Repeat.
- c) Practice by rows.
- d) Individual.

- a) Sx desk (3X)
- b) Ss desk [R] (3X)
- c) Ss desk [R] (6 rows)
- d) Ss desk [R] (6 students)

5.3 a) The picture No. 6 is a chair. Listen.

- b) Repeat.
- c) By rows.
- d) Individual.

- a) Sx chair (3X)
- b) Ss chair [R] (3X)
- c) Ss chair [R] (6 rows)
- d) Ss chair [R] (6 students)

5.4 a) Can you say 'watashi no tsukue' in English? [Pause] The equivalent English phrase is 'my desk'. What about 'anata no tsukue' in English? [Pause] 'Your desk' is the right answer.

Now, when you hear, for example, 'my book' in Japanese, say "my book" in English. Face your neighbor and say together showing your own book or pointing at the neighbor's book.

my desk	(in Japanese)
your desk	(")
my chair	(")

a) CsSs*

[P] my desk [R]

[P] your desk [R]

[P] my chair [R]

(3X)

your chair	(in Japanese)	[P] your chair [R]	}
my pencil case	(//)	[P] my pencil case [R]	
your pencil case	(//)	[P] your pencil case [R]	

*First in serial order and then in scrambled order.

b) So much for today.

b) Good-by, children. [P]

Lesson 41. What's your name? My name's Tom (Mary).

Song: "London Bridge"

Directions	Procedure
41.1	Ss Good morning, children. [P] Ss Good afternoon, children. [P] a) Today, let's learn how to ask names. When we want to ask the other one's name what shall we say? Just listen carefully. a) Sx What's your name? (3X) b) Repeat all together after the teacher. b) Ss What's your name? (3X) c) You must pronounce the last sound in 'name' with your lips closed. Repeat. c) Ss /m/ [R] name [R] your name? [R] (3X) What's your name? [R] d) Now, let's practise by rows. d) Ss What's your name? [R] (6 rows) e) Practise one student after another. e) Ss What's your name? [R] (6 students)

41.2 a) Now, let's suppose each boy's name in this class is Tom and each girl's name is Mary. We are going to learn how to answer when we are asked, "What's your name?" Just listen.

a) Sx My name is Tom. (1X)
My name's Tom. (3X)

b) Both boys and girls, repeat together after the teacher.

c) The last sound in 'Tom' is the same as that in 'name'. You must pronounce this sound with your lips closed. Repeat after the teacher.

d) Let's have row practice.

e) Now, individual practice.

f) This time, we are going to learn to answer like "My name's Mary."

Listen carefully.

g) Repeat, boys and girls, after the teacher.

h) Now, by rows.

i) Now, one student after another.

b) Ss My name's Tom. [R] (3X)

c) Ss /m/ [R]
 Tom [R] } (3X)
 My name's Tom. [R]

d) Ss My name's Tom. [R] (6 rows)

e) Ss My name's Tom. [R]
(6 students)

f) Sx My name's Mary. (3X)

g) Ss My name's Mary. [R] (3X)

h) Ss My name's Mary. [R] (6 rows)

i) Ss My name's Mary. [R]
(6 students)

41.3 a) Well, then, I'm going to ask your name. Your name is Tom when you are a boy and it is Mary when you are a girl. After you answer my questions, repeat after the teacher.

Boys

Girls

a) QaSs

What's your name? [P]
My name's Tom. [R]
What's your name? [P]
My name's Mary. [R] } (3X)

41.4 a) This time, let's practise the dialogue between boys and girls. Face each other among neighboring students. Boys must face girls, and girls must face boys. When I say 'Boys', boys ask the girls, "What's your name?" The girls are to answer, "My name's Mary." When I say 'Girls', girls ask the boys and they are expected to answer, "My name's Tom." After that, the teacher says the dialogue once more, and then repeat after her.

Boys

Girls

b) So much for today.

a) CsSs

[P_q^b-P_i^s] What's your name?

My name's Mary. [R_q^b-R_i^s]

[P_q^s-P_i^b] What's your name?

My name's Tom. [R_q^s-R_i^b]

(3X)

b) Ss Good-by, children. [P]

Lesson 42. Is your name Tom? Yes, it is./No, it isn't.

Song: "London Bridge"

Directions	Procedure
------------	-----------

Review

Ss Good morning, children. [P]

Ss Good afternoon, children. [P]

- a) In the last lesson, we learned how to ask a name and how to answer it. Just listen to the teacher carefully trying to remember how those expressions went.

a) Sx

What's your name?

My name's Tom.

} (3X)

- b) Now repeat after the teacher.

b) Ss

What's your name? [R] (3X)

My name's Tom. [R]

My name's Mary. [R]

} (2X)

- c) Well, this time let's practise the dialogue between boys and girls. Face each other among neighboring students. When I say "Boys" the boys are to ask the girls, and when I say "Girls", then the girls are to ask the boys. Then, try the question and answer once again after the teacher.

Remember, each boy is supposed to be Tom, and each girl, Mary.

c) CsSs

Boys

[P_q^b-P_i^g] What's your name?

My name's Mary. [R_q^b-R_i^g]

Girls

[P_q^g-P_i^b] What's your name?

My name's Tom. [R_q^g-R_i^b]

(3X)

- 42.1 a) Let's go on. This time we are going to learn the English expression, "Is your name Tom?" Listen carefully.

a) Sx Is your name Tom? (3X)

- b) The last sound in both 'name' and 'Tom' must be pronounced with your lips closed. Do you remember that? Now repeat together after the teacher.

b) Ss /m/ [R]
 Tom? [R]
 Your name Tom? [R]
 Is your name Tom? [R] (3X)

- c) Let's have row practice.

c) Ss Is your name Tom? [R] (6 rows)

- d) Now, individual practice.

d) Ss Is your name Tom? [R]
(6 students)

- 42.2 a) This time we are going to learn the expression, "Is your name Mary?" Listen carefully.

a) Sx Is your name Mary? (3X)

- b) Repeat after the teacher.

b) Ss Is your name Mary? [R] (3X)

- c) Now, row practice.

c) Ss Is your name Mary? [R] (6 rows)

- d) Now, individual practice.

d) Ss Is your name Mary? [R]
(6 students)

- 42.3 a) This time we're going to learn how to answer in the affirmative when we're asked, "Is your name Tom?" Listen carefully.

a) Sx Yes, it is. (3X)

- b) Repeat after the teacher.

b) Ss Yes, it is. [R] (3X)

c) Next we're going to learn how to answer in the negative when we're asked, "Is your name Tom?"

Listen carefully.

d) Repeat after the teacher.

e) Now, I'm going to ask your name. Answer my questions, first boys and then, girls. Remember, boys, you are Tom, and girls, you are Mary.

Boys

Girls

c) *Sx* No, it isn't. (3X)

d) *Ss* No, it isn't. [R] (3X)

e) *QaSs*

Is your name Tom? [P]

Yes, it is. [R]

Is your name Bob? [P]

No, it isn't. [R]

Is your name Mary? [P]

Yes, it is. [R]

Is your name Betty? [P]

No, it isn't. [R]

(3X)

f) So much for today.

f) *Ss* Good-by, children. [P]

Lesson 43. Is your name Tom or Bob?

Song: "London Bridge"

Directions	Procedure
Review	Ss Good morning, children. [P] Ss Good afternoon, children. [P]
a) Let's begin with the review. I'm going to ask your name. Boys and girls, answer my questions. Boys, you are Tom, and, girls, you are Mary. Then repeat after the teacher. Boys Girls	a) QaSs What's your name? [P] My name's Tom. [R] Is your name Tom? [P] Yes, it is. [R] Is your name Bob? [P] No, it isn't. [R] What's your name? [P] My name's Mary. [R] Is your name Mary? [P] Yes, it is. [R] Is your name Betty? [P] No, it isn't. [R] (2X)
b) Boys Girls	b) (The same as above: 2X) (The same as above: 2X)

43.1 a) This time we are going to learn the expression, "Is your

name Bob?" Did you notice this was one of the teacher's questions, too? Now, repeat after the teacher.

- b) Let's have row practice.
- c) Now, individual practice.

- a) Ss Is your name Bob? [R] (3X)
- b) Ss Is your name Bob? [R] (6 rows)
- c) Ss Is your name Bob? [R]
(6 students)

- d) Next, let's learn the expression, "Is your name Betty?" Repeat after the teacher.

- e) Row practice.
- f) Individual practice.

- d) Ss Is your name Betty? [R] (3X)
- e) Ss Is your name Betty? [R] (6 rows)
- f) Ss Is your name Betty? [R]
(6 students)

- 43.2 a) This time we're going to learn a somewhat different expression, "Is your name Tom or Bob?" Just listen carefully.

- b) This chart illustrates the intonation curve when you ask, "Is your name Tom or Bob?" Look at this chart and just listen once again, paying attention to the intonation of the sentence.

- a) Sx Is your name Tom or Bob? (3X)

- c) Let's practise. Repeat after the teacher.

- b) Sx Is your name Tom or Bob? (3X)

- c) Ss

or Bob? [R]
 Tom or Bob? [R]
 Your name Tom or Bob? [R]
 Is your name Tom or Bob? [R]

(3X)

- d) Now, let's practise by rows.

- d) Ss Is your name Tom or Bob?
[R] (6 rows)

- e) Now, let's practise one student after another.

- e) Ss Is your name Tom or Bob?
[R] (6 students)

f) Next, we're going to learn another expression, "Is your name Mary or Betty?" Just listen carefully.

g) Repeat after the teacher.

h) Now, row practice.

i) Now, individual practice.

f) Sx Is your name Mary or Betty?

[R] (3X)

g) Ss Is your name Mary or Betty?

[R] (3X)

h) Ss Is your name Mary or Betty?

[R] (6 rows)

i) Ss Is your name Mary or Betty?

[R] (6 students)

43.3 a) Well, when I say "Tom or Bob", say, everybody, "Is your name Tom or Bob?". And then repeat after the teacher.

Tom or Bob

Mary or Betty

a) CsSs

[P] Is your name Tom or Bob? [R]

[P] Is your name Mary or Betty? [P]

(3X)

b) Let's practise by rows.

(In the same order)

c) So much for today.

b) (In the same order as above: 6 rows)

c) Ss Good-by, children. [P]

Appendix 4. Lesson Plans for Study B: Lessons 120, 158, 181 and 220

Lesson 120

Pronunciation: /v/, /f/

Structure : I like _____.

Vocabulary : volleyball, football

(Pictures) 1. caps 2. pens 3. apples 4. pears 5. cats 6. dogs

Rev. 1. Repeat.

Ss

1. These are caps. ()
2. These are pens. ()
3. These are apples. ()
4. These are pears. ()

Repeat No. 6, 3 times, because "dog" is a new vocabulary item.

5. These are cats. ()
6. These are dogs. () (3X)

Rev. 2. I'm going to ask you a question about each of the pictures presented. Answer my questions. All together.

Ns

1. Are these caps? ()
2. Are these pencils? ()
3. Are these apples? ()
4. Are these apples, too? ()
5. Are these cats or dogs? ()
6. What are these? ()

Now, let's have row practice.

Now, individual practice.

(6 rows) (6 students)

Rev. 3. This time we are going to practise these sentence patterns using "those" instead of "these." When I ask questions, those of you in rows 1, 3 and 5 will imitate the same questions and those of you in rows 2, 4 and 6 will give answers.

(Note to the Instructor: Point at the picture asked about each time.)

2. Are those pens? (Are.....?) (Yes,.....)
4. What are those? () ()
6. Are those dogs or cats? () ()
3. Are those pears? () ()
1. Are those hats? () ()
5. Are those dogs? () ()

(Pictures) 1. baseball 2. tennis 3. basketball 4. volleyball 5. football

1. Look at the pictures on the board. Listen, paying attention to difference between the English sounds of those items and their Japanized versions.

Sx baseball (3X)
 tennis (3X)
 basketball (3X)
 volleyball (3X)
 football (3X)

2. Repeat.

Ss baseball ()
 tennis ()
 basketball ()
 volleyball () (2X)
 football ()

3. This time you are going to learn the English expression, "I like ____." Listen.

Sx I like apples. (3X)
 I like pears. (3X)
 I like dogs. (3X)
 I like cats. (3X)

4. Now repeat. All together.

Ss I like apples. (3X)
 I like pears. (3X)
 I like dogs. (3X)
 I like cats. (3X)

5. Now repeat.

Ss I like baseball. (2X)
 I like tennis. (2X)
 I like basketball. (2X)
 I like volleyball. (2X)
 I like football. (2X)

Let's have row practice.

(Rows) (2X)

Lesson 158

Pronunciation: /r:/ /l/

Structure : _____

Vocabulary : write

Rev. 1. (1. reader 2. leader)

Now, let's start with the review.
Look at these pictures on the board.
Pictures No. 1 and No. 2 may sound
similar but are different. When you
hear the model's pronunciation, re-
spond by No. 1 or No. 2. Correct
answer will be given after your re-
sponse. Now, start.

Now, repeat.

Now, individual practice.

Sn

This is a leader. () 2
This is a reader. () 1
This is a reader. () 1
This is a leader. () 2
This is a leader. () 2
This is a reader. () 1

Ss

1 This is a reader. ()
2 This is a leader. ()
1 This is a reader. ()
2 This is a leader. ()
1 This is a reader. ()
1 This is a reader. ()
2 This is a leader. ()

[Ind.]

[The same as above.] (6 students)

Rev. 2. Now, repeat.

Ss

I can speak English. ()
My father can speak English. ()
His mother can speak English. ()
I can't read English. ()
He can't read English. ()
She can't read English. ()

[Ind.]

[The same as above.] (6 students)

Now, individual practice.

: Now, listen.

Sx

Well, can you guess what this sentence means? It means, 'Eigo wa ikenai' in Japanese.

I can't write English. (3X)

Now repeat.

Ss

I can't write English. () (3X)

The first sound in 'write' is the same as that in 'read.' Repeat.

Ss

write () (3X)

(Two pictures shown on the board: Picture 1. a boy who is writing
Picture 2. a traffic light)

Look at the pictures on the board.

Sx

Listen to the difference.

light (3X)

Now respond by No. 1 or 2. Correct answer will be given immediately after your response.

Sn

light () 2 write () 1

write () 1 light () 2

This time you are going to hear these two words together. Respond by saying 1-2, 2-1, etc.

Sn

light-write () 2-1 write-write () 1-1

write-light () 1-2 light-light () 2-2

write-light () 1-2 light-write () 2-1

write-write () 1-1

Now, start.

Now, repeat.

Ss

This is a red light. () (3X)

2. Now, back to the previous exercises.

Ss

Repeat.

I can't write English. ()

He can write English. ()

Betty can write English. ()

My mother can write English. ()

My sister can't write English. ()

She can't write English. ()

[Ind.]

Now, individual practice.

[The same as above.] (6 students)

3. This time, when you hear 'speak', say 'I can speak English.' When you hear 'write', say 'I can write English.' And then repeat. Now all together.

CsSs

Speak. () I can speak English. ()

Write. () I can write English. ()

Read. () I can read English. ()

Now let's have row practice.

[Rows]

[The same as above] (6 rows)

Now, individual practice.

[Ind.]

[The same as above] (6 students)

4. Now, continue this exercise with your neighboring students.

Lesson 181

Pronunciation: _____

Structure: _____

Vocabulary: ear, cheek, head, touch

Now, let us start with the review.

Repeat.

Ss

Open your book. ()

Open your notebook. ()

Close your book. ()

Close your notebook. ()

Now, practise these sentences
with your neighbors.

1. Look at the pictures on the board.

When you want to know what a picture is, what do you say? Do you remember?... Yes, you say, "What's that?" Now, I am going to say the number of the pictures. When you hear a given number, say, "What's that?" and then you will hear my answer.

CqA

1. () It's a nose.

2. () It's an ear.

3. () It's a cheek.

4. () It's a head.

} (2X)

2. This time I want you to answer *QaSs*
my questions looking at the picture of
a given number.

1. What's this? ()
It's a nose. ()
2. What's this? ()
It's an ear. ()
3. What's this? ()
It's a cheek. ()
4. What's this? ()
It's a head. ()

Pictures: 1) a boy touching his head with his hand
2) a boy touching his ear with his hand

3. Now I am going to say something
about these pictures on the board.
Listen, first.

Sx

1. What's this boy doing?
He's touching his head.
2. What's this boy doing?
He's touching his ear.

(2X)

Do you understand? "Touch"
here means "sawaru," or "fureru"
in Japanese. Now, I am going to
ask you some questions about the
pictures. Answer and then repeat.

QaSs

1. What's this boy doing? ()
He's touching his head. ()
2. What's this boy doing? ()
He's touching his ear. ()

(2X)

4. Now, do as you are told.

Be careful not to make mistakes.

Touch your nose.

Touch your right ear.

Touch your left ear.

Touch your right cheek.

Touch your left cheek.

This time, a little quicker.

Touch your nose.

Touch your right cheek.

Touch your left ear.

Touch your right ear.

Touch your left cheek.

(2X)

Now repeat.

Ss

Touch your nose.

Touch your right ear.

Touch your left ear.

Touch your right cheek.

Touch your left cheek.

(2X)

Now let's have row practice.

[Rows]

[The same as above] (2X)

Now, individual practice.

[Ind.]

[The same as above] (2X)

Now, practise these exercises with
your neighbors.

So much for today.

Lesson 220

Review

R1. The sentences you will hear are
all affirmative sentences. Make
them negative ones, and then repeat.

CsSs

1. This is a desk. ()
This isn't a desk. ()
2. That's a watch. ()
That isn't a watch. ()
3. I have two brothers. ()
I don't have two brothers. ()
4. Tom has a dog. ()
Tom doesn't have a dog. ()
5. I go to school by bus. ()
I don't go to school by bus. ()
6. She likes English. ()
She doesn't like English. ()
7. There's a bat on the bench. ()
There isn't a bat on the bench. ()
8. We are students. ()
We aren't students. ()

Now, let's have individual practice.

[Ind.]

[The same as above] (1X)

R2. Now change the sentences you will hear into the question form. And then repeat.

CsSs

1. This is an apple. ()
Is this an apple? ()
2. That's a cow. ()
Is that a cow? ()
3. I have a book in my right hand. ()
Do you have a book in your right hand? ()
4. She has a rose in her left hand.
Does she have a rose in her left hand? ()
5. They like dogs. ()
Do they like dogs? ()
6. There're three pears in the box. ()
Are there three pears in the box? ()
7. He likes baseball. ()
Does he like baseball? ()
8. His father comes home at 5:30. ()
Does his father come home at 5:30? ()

Now, let's have individual practice.

[Ind.]

[The same as above] (1X)

R3. Here are some questions. Answer them and then repeat.

CsSs

1. Is Sunday the first day of the week? ()
Yes, it is. ()
2. Is Monday the second or the third day of the week? ()
It's the second day. ()

3. What's the third day, then? ()
It's Tuesday. ()
4. What's the fourth day of the week?
()
It's Wednesday. ()
5. Is the fifth day of the week Friday?
()
No, it isn't. ()
What's the fifth day, then? ()
It's Thursday. ()
6. Is Friday the sixth day or the seventh
day? ()
It's the sixth day. ()
7. What's the seventh day of the week?
()
It's Saturday. ()

Now, let's have individual practice. [Ind.]

[The same as above] (IX)

R4. Now, continue these exercises with
your neighbors.

Appendix 5. Preliminary Survey Form

PRELIMINARY SURVEY FORM										
		Grade () Class () No. ()						Male/Female		
		(1) Name		Date of Birth		Age ()				
1. Hearing		Right	OK, Slightly hard of hearing, Very hard of hearing			(2) Place raised		From () to (), Place ()		
		Left	OK, Slightly hard of hearing, Very hard of hearing					From () to (), Place ()		
2. Speech defects		OK, Slightly stuttering, Much stuttering					From () to (), Place ()			
3. Recent contact with native English speakers		Yes	No	If answer is Yes		American, English, Others (Nationality ())				
4. English learning experience		Yes	No	Former English classes, English classes at present						
Length of time		Year () to ()		Year () to ()		Total hours of English learning		() hours		
Times/week Length/lesson		(time/week) (minutes/lesson)		(week) (minutes/lesson)						
Place of learning		Home, Tutorial English school, English school, Church, Kindergarten, Other ()		Home, Tutorial English school, English school, Church, Kindergarten, Other ()						
Teacher		Tutor, Radio, Television, Father, Mother Brother (age) Sister (age) Teacher ()		Tutor, Radio, Television, Father, Mother Brother (age) Sister (age) Teacher ()						
5. Parents		Father	Birthplace ()		Highest academic degree ()		Date () School () finished unfinished		Foreign residence Yes No, Country () Year ()	
		Mother	()		()		Date () School () finished unfinished		Foreign residence Yes No, Country () Year ()	
I.Q. or T-Score		I.Q. ()		T-Score ()		Remarks				
* Traits		(attentive, patient, extroverted, articulate)								

Notes: 1. Information given of this card should be valid for April 4, 1966.
2. Circle or fill in blanks as necessary.
3. Leave items marked with an asterisk.

Appendix 6. Perception Test

(a) Items (Study A)

1. Phonemic Problems

/iy/:/i/	seat—sit	/ə/:/a/	suck—sock
/i/:/e/	knit—net	/ɔr/:ar/	core—car
/ey/:/e/	gate—get	/u/:/uw/	pull—pool
/e/:/æ/	bet—bat	/ər/:/a/	fir—far
/æ/:/ə/	cat—cut	/u/:/ə/	put—putt
/æ/:/a/	pat—pot	/ur/:/ɔr/	poor—pour
/ɔ/:/ow/	bought—boat		
/l-/:/r-/:/w-/	lead—read—weed	ray—ray—way	
/l-/:/r-/:/w-/	bill—beer—bill	tool—two—tool	
/s/:/θ/	sin—thin	pass—path	
/z/:/ð/	zen—then	breeze—breathe	
/b/:/v/	base—vase	rove—robe	
/-m/:/-n/:/-ŋ/	gum—gun	some—sun—sung	
/h-/:/f-/	heat—feet		

2. Allophonic Problems

/č/:/t/ (—/i/)	cheek—teak	/d/:/j/:/z/ (—/i/)	dim—gym
/š/:/s/ (")	sheet—seat		Z—G—D
		/yi-/:/i-/	year—ear

3. Phonetic problems

/-l-/:/-t-/:/-d-/:/-r-/	pulling—putting—pudding
	writer—rider
	belly—Betty—bury

4. Distributional Problems

/ə/:/φ/	livid—lived	/spl-/:/spr-/	splint—sprint
/pl/:/kl/	play—clay	/su/:/swu-/	soon—swoon
/bl/:/gl/	blow—glow	/šu-/:/syu-/	shoot—suit
/kl/:/kr/	clash—crash	/ju/:/zyu/	juice—Zeus
/fl/:/fr/	flee—free		

Appendix 6. Perception Test

(a) Items (Study B)

1 l/r	1 led—red	14 ð/z	14 breathe—breeze
	26 beer—bill		39 then—Zen
2 iy/i	2 beat—bit	15 e/æ	15 ten—tan
	27 it—eat		40 men—man
3 v/b	3 vote—boat	16 z/ʒ	16 zip—gyp
	28 TB—TV		41 guaging—gazing
4 uw/u	4 pull—pool	17 æ/a	17 cat—cot
	29 Luke—look		42 hat—hot
5 -m/-ŋ	5 rim—ring	18 ow/ɔ	18 boat—bought
	30 ham—hang		43 hole—hall
6 f-/h-	6 fall—hall	19 ər/ar	19 heard—hard
	31 fate—hate		44 gird—guard
7 ĉ-/t-	7 teak—cheek	20 i-/yi-	20 ear—year
	32 cheese—tease		45 east—yeast
8 n/ŋ	8 sinner—singer	21 -l-/t-	21 pulling—putting
	33 run—rung		46 color—cutter
9 i/e	9 pin—pen	22 -t/-ts	22 cat—cats
	34 knit—net		47 boat—boats
10 s-/ʃ-	10 see—she	23 -z/-dz	23 bees—beads
	35 seat—sheet		48 sees—seeds
11 ə/a	11 color—collar	24 -m/-n	24 them—then
	36 suck—sock		49 some—sun
12 θ/s	12 mouth—mouse	25 ə/æ	25 run—ran
	37 think—sink		50 cup—cap
13 g/ŋ	13 log—long		
	38 rigging—ringing		

Appendix 6. Perception Test

(b) Directions (Study A)

You are going to hear three words.

If the first and second words are the same, circle the numbers 1 and 2 on your answer sheet.

If the first and third words are the same, circle the numbers 1 and 3.

If the second and third words are the same, circle the numbers 2 and 3.

If all the three words are the same, circle all the three numbers.

If all the three words are different, do not circle any numbers.

Let's try a few examples:

Example 1.	tick	tick	tack	①	②	3
Example 2.	tick	tack	tick	①	2	③
Example 3.	tack	tick	tick	1	②	③
Example 4.	tick	tick	tick	①	②	③
Example 5.	tick	tack	took	1	2	3

Now, let's start.

(b) Directions (Study B)

Now you are going to hear three different words.

If the first word is pronounced the same as the second, check Nos. 1 and 2 on your answer sheet.

If the first word is pronounced the same as the third, check Nos. 1 and 3.

If the second word is pronounced the same as the third, check Nos. 2 and 3.

Let's try some examples:

Ex. 1	furari	furari	purari	Answer:	①	②	3
2	furari	purari	furari	Answer:	①	2	③
3	furari	purari	purari	Answer:	1	②	③

Now let's start.

Appendix 6. Perception Test

(c) Questions (Study A)

- | | |
|-----------------------------|-----------------------------|
| 1. cat-cat-cut | 26. knit-knit-net |
| 2. seat-sit-sit | 27. pool-pool-pull |
| 3. pat-pot-pat | 28. rim-ring-rim |
| 4. bought-bought-boat | 29. poor-pour-pour |
| 5. lead-read-weed | 30. ray-ray-way |
| 6. sin-thin-thin | 31. pass-path-path |
| 7. cheek-cheek-teak | 32. seat-sheet-seat |
| 8. livid-lived-livid | 33. cat-cats-cats |
| 9. play-clay-clay | 34. clash-crash-clash |
| 10. gum-gum-gun | 35. some-sun-sung |
| 11. bill-beer-bill | 36. tool-two-tool |
| 12. gate-gate-get | 37. bet-bet-bat |
| 13. then-then-zen | 38. breathe-breeze-breathe |
| 14. far-fir-fir | 39. core-car-car |
| 15. dim-gym-gym | 40. Z-G-D |
| 16. D-D-Z | 41. buzz-buds-buzz |
| 17. soon-swoon-soon | 42. year-year-ear |
| 18. heat-feet-feet | 43. blow-glow-glow |
| 19. flee-free-flee | 44. sprint-splint-splint |
| 20. city-city-city | 45. belly-Betty-bury |
| 21. put-put-putt | 46. sock-sock-suck |
| 22. base-vase-vase | 47. rove-rove-robe |
| 23. shoot-suit-suit | 48. Zeus-Zeus-juice |
| 24. tug-tug-tongue | 49. rigging-ringing-ringing |
| 25. pulling-putting-pudding | 50. rider-writer-writer |

Appendix 6

PERCEPTION TEST (c) Questions (Study B)

1 l-/r-	led-led-red	26 -r/-l	beer-beer-bill
2 r/i	beat-bit-beat	27 i/iy	it-it-eat
3 v-/b-	vote-boat-boat	28 v-/b-	TV/TV/TB
4 uw/u	pull-pull-pool	29 uw/u	look-Luke-look
5 -m/-ŋ	rim-rim-ring	30 -ŋ/-m	hang-hang-ham
6 f-/h-	fall-hall-hall	31 h-/f-	hate-fate-fate
7 t-/č-	teak-cheek-teak	32 t-/č-	tease-tease-cheese
8 -n/-ŋ-	sinner-singer-singer	33 -ŋ/-n	rung-run-run
9 i/e	pin-pin-pen	34 e/i	net-knit-net
10 s/š-	see-she-see	35 -š/-s	sheet-sheet-seat
11 ə/a	color-collar-collar	36 a/e	sock-suck-suck
12 -θ/-s	mouth-mouth-mouse	37 s-/θ-	sink-think-sink
13 -g/-ŋ	log-long-long	38 -ŋ/-g-	ringing-rigging-rigging
14 -ð/-z	breathe-breathe-breeze	39 z-/ð-	Zen-then-then
15 e/æ	ten-tan-ten	40 æ/e	man-man-men
16 z-/ʃ-	zip-gyp-gyp	41 -ʃ/-z-	guaging-guaging-gazing
17 æ/a	cat-cat-cot	42 a/æ	hot-hat-hat
18 ow/ɔ	boat-bought-boat	43 ɔ/ow	hall-hole-hall
19 ər/ər	heard-hard-heard	44 ar/ər	guard-gird-gird
20 i-/yi-	ear-ear-year	45 yi-/i-	yeast-east-yeast
21 -l/-t-	pulling-putting-putting	46 -t/-l-	cutter-cutter-color
22 -t/-ts	cat-cat-cats	47 -ts/-t	boats-boat-boats
23 -z/-dz	bees-beads-beads	48 -dz/-z	seeds-sees-sees
24 -m/-n	them-them-then	49 -n/-m	sun-some-sun
25 ə/æ	run-ran-run	50 æ/ə	cap-cup-cup

Appendix 6. Perception Test

(d) Answer Sheet

Class	Grade	No.	Name
-------	-------	-----	------

Examples: (1) 1 2 3 (4) 1 2 3
 (2) 1 2 3 (5) 1 2 3
 (3) 1 2 3

1. 1 2 3
 2. 1 2 3
 3. 1 2 3
 4. 1 2 3
 5. 1 2 3
 6. 1 2 3
 7. 1 2 3
 8. 1 2 3
 9. 1 2 3
 10. 1 2 3
 11. 1 2 3
 12. 1 2 3
 13. 1 2 3
 14. 1 2 3
 15. 1 2 3
 16. 1 2 3
 17. 1 2 3
 18. 1 2 3
 19. 1 2 3
 20. 1 2 3
 21. 1 2 3
 22. 1 2 3
 23. 1 2 3
 24. 1 2 3
 25. 1 2 3

26. 1 2 3
 27. 1 2 3
 28. 1 2 3
 29. 1 2 3
 30. 1 2 3
 31. 1 2 3
 32. 1 2 3
 33. 1 2 3
 34. 1 2 3
 35. 1 2 3
 36. 1 2 3
 37. 1 2 3
 38. 1 2 3
 39. 1 2 3
 40. 1 2 3
 41. 1 2 3
 42. 1 2 3
 43. 1 2 3
 44. 1 2 3
 45. 1 2 3
 46. 1 2 3
 47. 1 2 3
 48. 1 2 3
 49. 1 2 3
 50. 1 2 3

Appendix 7. (a) Aural Comprehension Test (Study A)

[July, 1966]

You are going to hear either a question or a statement. After the teacher's utterance you will hear three answers. Choose the correct answer and circle its number on your answer sheet. If the teacher's utterance is a statement, circle No. 4.

Here are some examples.

Ex. 1. (The picture of a hat is shown.)

Is this your hat? [Pause: 2 seconds]

1. Yes, it is. [Pause: 1 second]
2. No, it isn't. [Pause: 1 second]
3. It's your hat. [Pause: 5 seconds]

The correct answer is No. 1.

Ex. 2. (The picture of a hat)

This is your hat. [Pause: 2 seconds]

1. Yes, it is. [Pause: 1 second]
2. No, it isn't. [Pause: 1 second]
3. It's your hat. [Pause: 5 seconds]

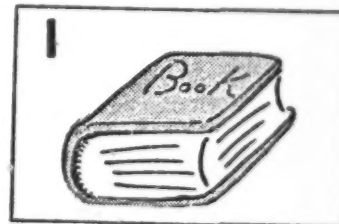
This is not a question, but a statement.

Therefore, the correct answer is No. 4.

Now let's start. Suppose all pictures on the board are your teacher's.

No. 1. *Is this my book?*

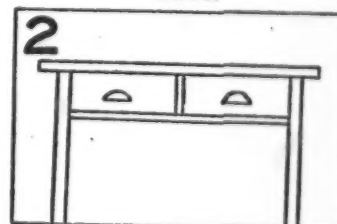
1. Yes, it is.
2. No, it isn't.
3. It's my book.



book

No. 2. *This is my desk.*

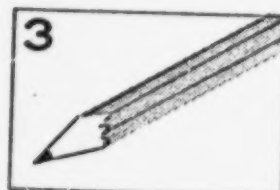
1. Yes, it is.
2. No, it isn't.
3. It's my desk.



desk

No. 3. *Is this your pencil?*

1. Yes, it is.
2. No, it isn't.
3. It's my pencil.



pencil

No. 4. *This isn't your chair.*

1. Yes, it is.
2. No, it isn't.
3. It's my chair.



chair

No. 5. *Is this my notebook?*

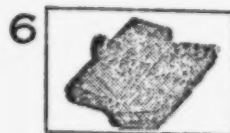
1. Yes, it is.
2. No, it isn't.
3. It's my notebook.



notebook

No. 6. *Is this your pencil case?*

1. Yes, it is.
2. No, it isn't.
3. It's my pencil case.



pencil case

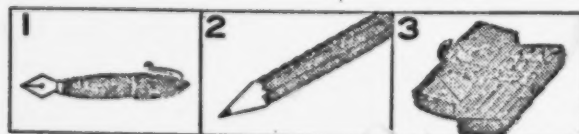
Now, you are going to hear the teacher say something about the pictures on the board. Find the number of the picture referred to and circle its number on your answer sheet. Here is an example.

Ex. *This isn't my pencil.*

It's my pen.

The correct answer is No. 1.

Now let's go on.



pen

pencil

pencil case

No. 7. *This is your cap.*



cap

hat

chair

No. 8. *This isn't my book.*
It's my notebook.



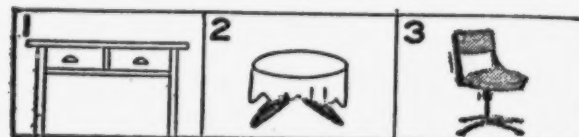
book notebook pencil case

No. 9. *Is this your hat? Yes, it is.*



cap hat book

No. 10. *That's my chair.*



desk table chair

Appendix 7. (b) Aural Comprehension Test (Study A)

[December, 1966]

I. (Affirmative & Negative)

Circle Ⓐ if the sentence you will hear is in the affirmative. Circle Ⓑ if the sentence is in the negative.

Let's try some examples.

Example 1. This is my book. (Pause: 5 seconds)

Example 2. This isn't your book. (Pause: 5 seconds)

Let's start.

1. That's your book.

2. This is my desk.

3. That isn't my notebook.

1. This is your chair.

2. That isn't my table.

3. That isn't your desk.

1. That's your pen.

2. This isn't your pear.

3. That's my chair.

1. That isn't my pen.

2. This is my pencil case.

3. This is your pencil.

1. This is my fork.

2. That isn't your knife.

3. That's my fork.

II. You are going to hear either a question or a statement. After the teacher's utterance, you will hear three answers. Choose the correct answer and circle its number on your answer sheet. If the teacher's utterance is a statement, circle No. 4.

Here are two examples.

Example 1. Is this your pen? [Pause: 2 seconds]

1. Yes, it is. [Pause: 1 second]
2. It's your pen. [Pause: 1 second]
3. This is my pen. [Pause: 5 seconds]

The correct answer is No. 1.

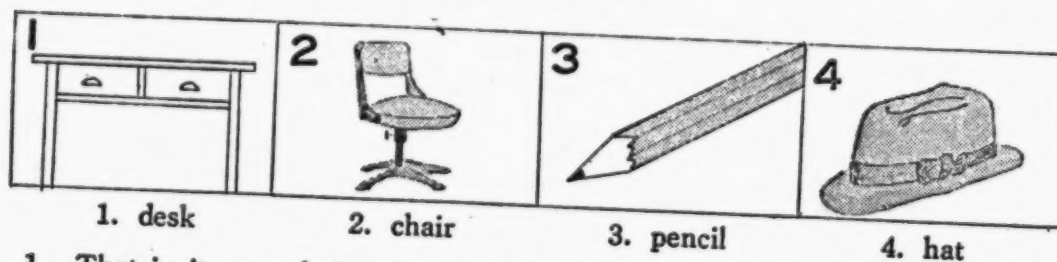
Example 2. This is your pen. [Pause: 2 seconds]

1. Yes, it is. [Pause: 1 second]
2. No, it isn't. [Pause: 1 second]
3. It's your pen. [Pause: 5 seconds]

This is a statement, not a question. The correct answer is No. 4.

Now, let's start.

Pictures on the board



1. That isn't your desk. (Picture No. 1)

1. Yes, it is.
2. No, it isn't.
3. It's my desk.

2. Is this my chair? (Picture No. 2)

1. Yes, it is.
2. This is my chair.
3. It's my chair.

3. This isn't your pencil. (Picture No. 3)

1. It's my pencil.
2. No, it isn't.
3. Yes, it is.

4. Is that your hat or my hat? (Picture No. 4)
1. Yes, it is.
 2. It's my hat.
 3. No, it isn't.
5. Is this your pencil or my pencil? (Picture No. 3)
1. No, it isn't.
 2. It's my pen.
 3. It's your pencil.
6. My name's Tom.
1. Yes, it is.
 2. No, it isn't.
 3. Your name's Tom.
7. This is my name.
1. No, it isn't.
 2. Yes, it is.
 3. My name's Betty.
- Now, suppose your name is Bob.
8. What's your name?
1. No, it isn't.
 2. It's Bob.
 3. My name's Bob.
- This time suppose your name is Mary.
9. Is your name Mary?
1. Yes, it is.
 2. My name's Bob.
 3. My name's Mary.
- Now, suppose your name is Betty this time.
10. Is your name Mary or Betty?
1. Yes, it is.
 2. No, it isn't.
 3. It's Betty.

Appendix 7. (c) Aural Comprehension Test (Study B)

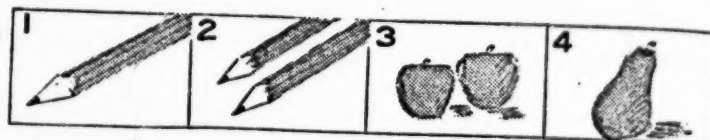
[February, 1966]

I. Pictures: ① one pencil

② two pencils

③ two apples

④ one pear



Directions: You are going to hear either a question or a statement. After the teacher's utterance, you will hear three answers. Choose the correct answer and circle its number on your answer sheet. If the teacher's utterance is a statement, circle No. 4. Here are two examples.

Ex. 1. Is this a pencil?

1. No, it isn't.

2. Yes, they are.

③. Yes, it is.

4. . [. indicates a chime signifying no response.]

Ex. 2. This is a pencil.

1. No, it isn't.

2. It's a pencil.

3. Yes, it is.

④. .

1. Are these apples or pears?

①. They are apples.

2. Yes, they are.

3. Yes, it is.

4. .

2. This isn't an apple.

1. No, they aren't.

2. Yes, it is.

3. It's an apple.

④. .

- II. Pictures: ① a boy who has two books in his right hand and a pencil in his left hand



- ② a girl who has a pencil in each of her hands



Directions: Look at the pictures on the board. Answer my question concerning each picture.

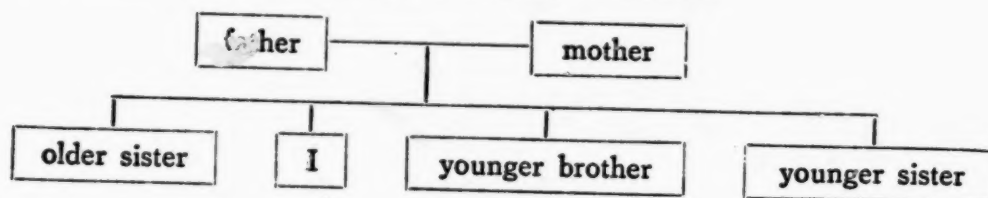
Picture 1. 1. Does this boy have two books in his right hand?

1. Yes, he is.
 - ②. Yes, he does.
 3. No, he doesn't.
 4. .
2. Does he have a book in his left hand?
1. Yes, he does.
 2. He has a pencil.
 - ③. No, he doesn't.
 4. .
3. What does he have in his left hand?
1. Yes, he does.
 - ②. He has a pencil.
 3. No, he doesn't.
 4. .

Picture 2. 4. How many pencils does she have in her right hand?

1. Yes, she does.
 - ②. She has one.
 3. She has two.
 4. .
5. Does she have a pencil in her left hand, too?
- ①. Yes, she does.
 2. No, she doesn't.
 3. She has one pencil.
 4. .

III. The chart shown is a family relationship as follows:



Suppose you are a member of this family.

Respond by circling a suitable number.

1. You have a father.
 1. Yes, he does.
 2. Yes, he is.
 3. Yes, I am.
 - ④. .
2. Do you have a mother?
 - ①. Yes, I do.
 2. Yes, I am.
 3. Yes, you do.
 4. .
3. Do you have one brother or two brothers?
 1. Yes, I do.
 2. No, I don't.
 - ③. I have one.
 4. .
4. How many sisters do you have?
 1. Yes, I do.
 - ②. I have two.
 3. No, I don't.
 4. .

- IV. Pictures: ① dogs
 ② apples
 ③ cats
 ④ pears



Directions: The teacher is going to ask you about your sister with these pictures.
 Suppose that she likes the things illustrated in the first two pictures and that

she does not like those in the other two pictures. Respond as in Part III.
Circle Number 4 when the utterance is not a question.

1. Does your sister like dogs?
 - ①. Yes, she does.
 2. Yes, they are.
 3. Yes, I do.
 4. .
2. Your sister doesn't like cats.
 1. Yes, she does.
 2. No, you don't.
 3. No, I don't.
 - ④. .
3. Does your sister like apples or pears?
 1. Yes, she does.
 2. No, she doesn't.
 - ③. She likes apples.
 4. .

V. Pictures: The picture indicates your daily routine from the time you start for school till the time you leave school. Respond on the basis of the information in the picture.

1. You go to school by bus.
 1. Yes, I am.
 2. No, I don't.
 3. I go to school by train.
 - ④. .
2. Do you have five classes in the morning?
 1. Yes, I do.
 - ②. No, I don't.
 3. I have six.
 4. .
3. What time do you have lunch?
 1. Yes, I do.
 2. I have lunch at 12:30.
 - ③. I have lunch at 12:20.
 4. .



2

时	月	火	水	木	金
1	国	算	国	算	理
2	社	国	算	理	国
3	理	社	理	社	算
4	体	理	音	国	社
食 事					
5	音	体	社	体	音



4. Do you come home at three or at four?

1. Yes, I do.

②. I come home at four.

3. I don't come home at four.

4. .

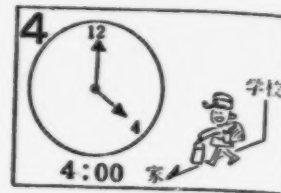
5. I don't go to school on Monday.

1. Yes, I do.

2. No, I don't.

3. I go to school by bus.

④. .



Appendix 7. (d) Aural Comprehension Test (Study B)

[July, 1966]

- i. Pictures: 1. apples
2. dogs
3. baseball



Look at these pictures. The teacher is going to say something about each of them. Then she will ask you a question about it. Next, you will be asked to choose one correct answer out of four choices. Circle the correct number on your answer sheet.

1. Tom likes apples [pears]*. He doesn't like pears [apples].

Does Tom like apples?

1. Yes, it is.
2. Yes, I do.
3. No, he doesn't.
4. Yes, he does.

2. Betty likes dogs [cats]. She doesn't like cats [dogs].

Does Betty like dogs or cats?

1. Yes, she does.
2. No, she doesn't.
3. She likes dogs.
4. She likes cats.

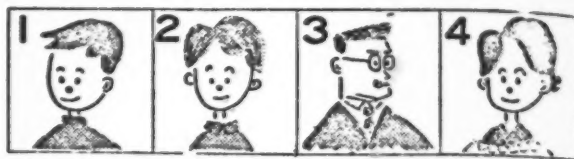
3. Bob likes volleyball [baseball]. He doesn't like baseball [volleyball].

Does Bob like baseball?

1. Yes, I do.
2. No, he doesn't.
3. Yes, he does.
4. No, it isn't.

* Note: [] shows the test items given by the live teacher.

- II. Pictures: 1. boy
2. sister
3. uncle
4. aunt



Look at these pictures. Suppose the boy shown in the picture is yourself. Now, listen.

I live in Tokyo [Kobe]. My sister lives in Osaka. (2X)
Now answer her questions.

1. Do you live in Tokyo?
 1. No, I don't.
 2. Yes, I do.
 3. No, it isn't.
 4. No, I'm not.
2. Does your sister live in Osaka?
 1. Yes, I do.
 2. No, she doesn't.
 3. Yes, she does.
 4. Yes, she is.

Listen again.

My uncle lives in Kyoto [Chiba].

My aunt lives in Tokyo. (2X)

Now answer her questions.

3. Where does your uncle live?
 1. Yes, he does.
 2. He lives in Kyoto [Chiba].
 3. He lives in Osaka.
 4. He lives in Tokyo.
4. Where does your aunt live?
 1. No, she doesn't.
 2. She lives in Kyoto.
 3. She lives in Osaka.
 4. She lives in Tokyo.

- III. Pictures: 1. boy reading a book
2. girl playing tennis
3. boy swimming



The teacher is going to ask you two questions about each picture. Choose the correct answer out of the four choices as before.

Now, let's begin.

1. This boy can speak English. He can't read English.

(1) Can this boy speak English?

1. Yes, he is.
2. Yes, he can.
3. No, he can't.
4. Yes, he does.

(2) Can he read English?

1. Yes, he is.
2. Yes, he can.
3. No, he can't.
4. Yes, he does.

2. This girl can play tennis [volleyball]. She can't play volleyball [tennis].

(3) Can this girl play volleyball [tennis]?

1. No, she isn't.
2. No, she doesn't.
3. No, she can't.
4. Yes, she can.

(4) Can she play tennis [volleyball]?

1. Yes, she can.
2. Yes, she is.
3. Yes, she does.
4. No, she can't.

3. This boy can swim [ski]. He can't ski [swim].

(5) Can this boy swim?

1. Yes, he is.
2. No, he doesn't.

3. No, he can't.
 4. Yes, he can.
- (6) Can he ski, too [Can he ski]?
1. No, it isn't.
 2. No, he can't [Yes, he can].
 3. No, he doesn't [Yes, he does].
 4. No, he can't.

IV. Pictures: 1. book [box] on the desk

2. bag on the desk

3. two caps [a cap] on the desk

4. rose [two roses] in the vase



Now the teacher is going to ask you a question about each of these pictures.
Choose the correct answer.

- (1) Is there a book on the desk?
1. Yes, they are.
 2. Yes, it is.
 3. Yes, there is.
 4. No, there isn't.
- (2) Is there a box or a bag on the desk?
1. It's a bag [There's a box].
 2. Yes, there is.
 3. No, there isn't.
 4. There's a bag.
- (3) Are there any caps on the desk?
1. Yes, there are some.
 2. Yes, there is.
 3. No, there aren't.
 4. They're caps.
- (4) How many roses are there in the vase?
1. Yes, there is.

2. Yes, there are.

3. There're two.

4. There's one.

V. Pictures: 1. boy going to the door [window]

2. boy opening the door [window]

3. boy reading a book

4. boy playing tennis



The teacher is going to say something on one of these pictures. Circle the number of the picture referred to.

1. The boy is reading. ③

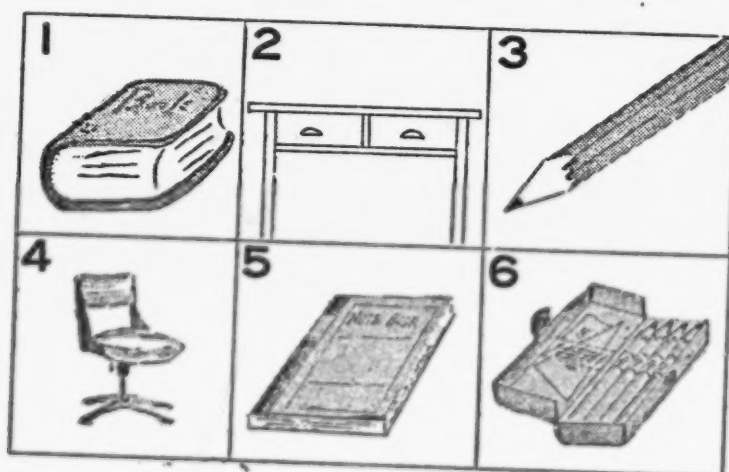
2. The boy is opening the door [window]. ②

3. The boy is going to the door [window]. ①

Appendix 8. (a) Oral Production Test (Study A)

[July, 1966]

The teacher is going to ask you some questions about the pictures on the board. Let us suppose that all that are in these pictures belong to your teacher. When I say '1', look at the picture numbered 1, and answer her questions.



1. Is this my book?
2. Is this my desk?
3. Is this your pencil?
4. Is this my chair?
5. Is this your notebook?
6. Is this your pencil case?

(Expected answer)

- Yes, it is.
Yes, it is.
No, it isn't.
Yes, it is.
No, it isn't.
No, it isn't.

Appendix 8. (b) Oral Production Test (Study A)

[December, 1966]

I. I am going to ask you something in Japanese.

Answer in English after you hear the signal.

1. What do you say, when you ask the name of a person you are talking to?
(The expected answer: 'What's your name?')
2. What do you say in English, when you want to say that this book is your own?
(The expected answer: 'This is my book.')
3. What do you say in English when you ask somebody if this book is his or yours?
(The expected answer: 'Is this your book or mine?')
4. What do you say when you ask a girl if her name is Mary or Betty.
(The expected answer: 'Is your name Mary or Betty?')
5. What do you say in English when you want to say that this cap isn't yours but the other person's?
(The expected answer: 'This isn't my cap. It's your cap.')

II. This time I am going to give you an English name.

Each of the boys in the class is to be called Tom.

Each of the girls in the class is to be called Mary.

Now, the teacher is going to ask your name. Please answer.

1. *What's your name?*
(The expected answer: Boys: 'My name's Tom.' Girls: 'My name's Mary.')
2. *Is your name Tom?*
(The expected answer: Boys: 'Yes, it is.' Girls: 'No, it isn't.')
3. *Is your name Mary?*
(The expected answer: Boys: 'No, it isn't.' Girls: 'Yes, it is.')
4. *Is your name Tom or Mary?*

(The expected answer: Boys: 'It's Tom.' Girls: 'It's Mary.')

5. *Is your name Betty?*

(The expected answer: 'No, it isn't.')

6. *Is your name Bob?*

(The expected answer: 'No, it isn't.')

III. Now, the teacher is going to ask you about the pictures on the board.

There are four pictures. The first two are assumed to belong to your teacher, and the other two to you.

Now answer.

Picture 1. chair

1. *Is this my chair?*

(The expected answer: 'Yes, it is.')

Picture 2. desk

2. *Is this your desk or my desk?*

(The expected answer: 'It's your desk.')

Picture 3. pen

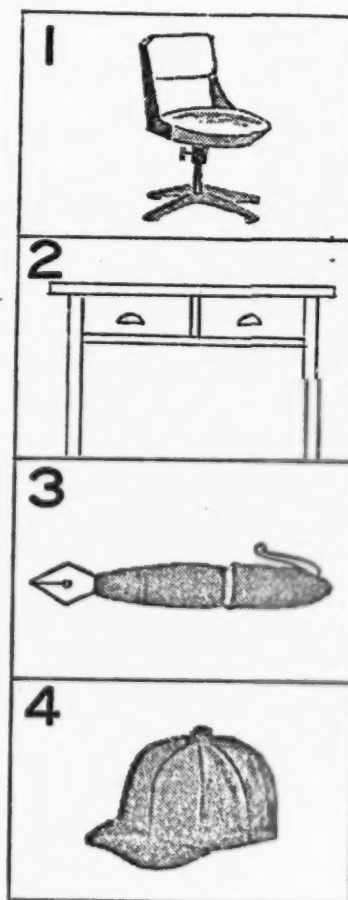
3. *Is this your pen or my pen?*

(The expected answer: 'It's my pen.')

Picture 4. cap

4. *Is this my cap?*

(The expected answer: 'No, it isn't.')



Appendix 8. (c) Oral Production Test (Study B)

[February, 1966]

- I. Pictures to be shown: ① a boy who has a book in his right hand and four pencils in his left hand



- ② a boy who has a book in his right hand and a book in his left hand
③ a girl who has a pencil in her right hand and two pencils in her left hand

Note: The response of each student is recorded on each tape to be checked.

Now, you are going to be asked about the pictures on the board. Respond immediately.

Picture No. 1. (1) Does this boy have a book in his right hand? (Yes, he does). [() indicates the anticipated response of the students.]

(2) Does he have two pencils in his left hand? (No, he doesn't.)

(3) How many pencils does he have in his left hand? (He has four pencils.)

Picture No. 2. (4) Does this boy have a book in his right hand? (Yes, he does.)

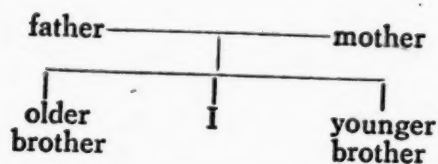
(5) Does he have a book in his left hand, too? (Yes, he does.)

Picture No. 3. (6) Does this girl have a book in her right hand? (No, she doesn't.)

(7) What does she have in her right hand? (She has a pencil [in her right hand].)

(8) Does she have one pencil or two pencils in her left hand? (She has two pencils in her left hand.)

II. The chart shown is a family relationship as follows:



You are going to be asked about the chart. Respond immediately.

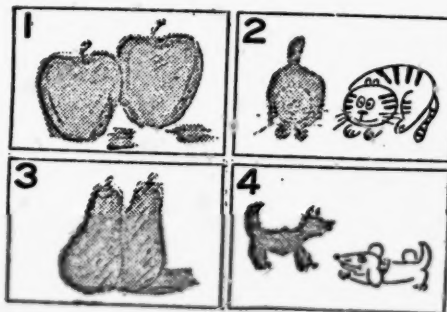
- (9) Do you have a father? (Yes, I do.)
 (10) Do you have a mother, too? (Yes, I do.)
 (11) How many brothers do you have? (I have two [brothers].)
 (12) Do you have a sister? (No, I don't.)

III. Pictures to be shown: ① apples

② cats

③ pears

④ dogs

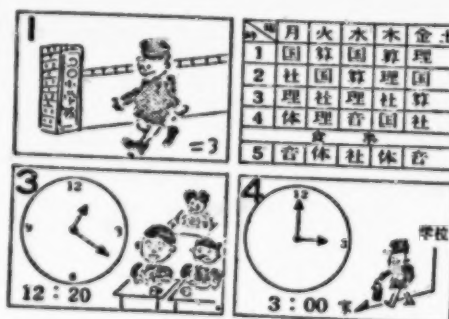


Suppose that your brother likes the things in the first two pictures and that he doesn't like those in the other two. Respond immediately.

- (13) Does your brother like apples? (Yes, he does.)
 (14) Does your brother like pears, too? (No, he doesn't.)
 (15) Does your brother like cats or dogs? (He likes cats.)

IV. The picture shown indicates your daily routine from the time you go to school to the time you come home.

You are going to be asked about this picture. Respond immediately.



- (16) Do you go to school by bus? (No, I don't.)
 (17) Do you have two classes in the morning? (No, I don't.)
 (18) How many classes do you have in the morning? (I have four classes.)
 (19) Do you have lunch at 12:50? (No, I don't.)
 (20) What time do you come home? (I come home at three.)

Appendix 8. (d) Oral Production Test (Study B)

[July, 1966]

- I. Suppose that you all like the things illustrated in the pictures on the board, and that you do not like any others.

Now answer the teacher's questions.

Picture 1. apples

1. Do you like apples or pears?



Picture 2. cats

2. Does your sister like dogs or cats?



Picture 3. baseball

3. Does your father like tennis?



- II. Now, the teacher is going to ask you about the pictures on the board.

Picture 1. boy eating lunch at 12:30

1. Does this boy have lunch at twelve?
2. What time does he have lunch?



Picture 2. boy studying in the classroom

Suppose this picture explains about you. Now answer.

3. Do you have four classes or five classes in the morning?



Picture 3. boy coming home

4. Does this boy come home at five?
5. What time does he come home?



Picture 4. boy going to school

6. Do you go to school on Monday?



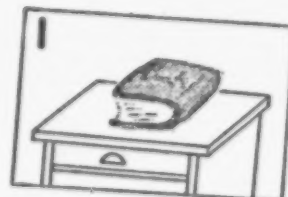
III. Now, the teacher is going to say some English sentences.
Change them into question forms.

1. Bob lives in Tokyo.
2. I go to school by bus.
3. Mary can play tennis.
4. There are two boxes on the desk.
5. She is opening the window.

IV. The teacher is going to ask you about these pictures.

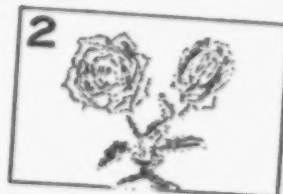
Picture 1. book on the desk

1. Is there a book or a pen on the desk?



Picture 2. two roses in the vase

2. Are there any roses in the vase?



Picture 3. three apples on the table

3. How many apples are there on the table?



V. Look at this picture.

(Picture 1. girl opening the window)

1. When I say, 'this girl', say 'This girl is opening the window'.



(Picture 2. boy reading a book)

2. This boy: This boy (is reading a book).



(Picture 3. girl playing tennis)

3. That girl: That girl (is playing tennis).



(Picture 4. boy swimming)

4. This boy: This boy (is swimming).



Appendix 9. Mimicry (a) Study A

[July, 1966]

Repeat what the teacher says:—

My pencil*

Your table

My desk

Your book

My hat

Your cap

My pen

Your pencil

Your pen

Good afternoon

That's your pencil.

Is *this* your book?

No, it *isn't*.

This *isn't* my pen.

* Note: Italics signify the points for evaluation.

Appendix 9. Mimicry (b) Study A

[December, 1966]

Repeat what the teacher says:—

1. Good morning, Mrs. Sesar. (Intonation 1)
2. This is my book. (Intonation 2)
3. Is your name Tom or Bob? (Intonation 3)
4. I'm fine, *thank* you.
5. This is my *fork*.
6. My name's *Mary*.
7. It's my *notebook*.
8. Is *that* your table?
9. This is my *apple*.
10. No, it *isn't*.

Appendix 9. Mimicry (c) Study B

[July, 1966]

Repeat what the teacher says:—

- | | |
|--------------------------------------|---------|
| 1. He has <i>three</i> books. | /θ/:/s/ |
| 2. This is a <i>reader</i> . | /r/:/l/ |
| 3. I like <i>Tom</i> . | /m/:/n/ |
| 4. I have <i>breakfast</i> at seven. | /br/ |
| 5. Is that a <i>vase</i> ? | /b/:/v/ |